DOCUMENT RESUME

ED 312 487 CE 053 630

TITLE	The Compact Project. School-Business Partnerships for Improving Education. Corporate Action Package.
INSTITUTION	National Alliance of Business, Inc., Washington, D.C.
REPORT NO	ISBN-0-88713-815-2
PUB DATE	89
NOTE	83p.; For related documents, see ED 308 408 and CE 053 627-629.
AVAILABLE FROM	National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 (Catalog No. R3829: $18.00).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Change Agents; *Change Strategies; *Cooperative Programs; *Corporate Support; *Educational Change; Educational Improvement; Education Work Relationship; Elementary Secondary Education; Private Financial Support; *School Business Relationship; School Community Relationship; Work Experience Programs
IDENTIFIERS	*Boston Compact; California (San Diego); Florida (Miami); Indiana (Indianapolis); Kentucky (Louisville); Massachusetts (Boston); Michigan (Detroit); New Mexico (Albuquerque); New York (Rochester); Ohio (Cincinnati); *Partnerships in Education; Pennsylvania (Pittsburgh); Rhode Island (Providence); Tennessee (Memphis); Washington (Seattle)

ABSTRACT

This document profiles the business-education partnerships in 12 cities and reports the lessons learned from their experiences. The cities are Albuquerque (New Mexico), Cincinnati (Ohio), Detroit (Michigan), Indianapolis (Indiana), Louisville (Kentucky), Memphis (Tennessee), Miami/Dade County (Florida), Pittsburgh (Pennsylvania), Providence (Rhode Island), Rochester (New York), San Diego (California), and Seattle (Washington). It was in Boston, Massaachusetts (the first partnership) that the following principles, which were later applied to the compacts in other cities, were identified: (1) develop long-term measurable goals; (2) designate a business intermediary; (3) develop a planning structure; (4) establish baseline data; (5) find secure financial resources; and (6) organize collaboration. Among the lessons learned from the partnerships are that many business leaders must be brought together to coalesce support for education issues; partnerships require long-term commitment; business needs to become involved in the governing structure of schools; and reform requires a high level of interest from educators, business leaders, and government officials. Among the recommendations made on the basis of experience with the partnerships are that a carefully structured and organized school-to-work transition program or "jobs collaborative" can be an effective first step in organizing a partnership; it is essential that all partnership members understand a shared vision of desired changes; and it is important to establish an organization to manage day-to-day efforts. (CML)

The COMPACT PROJECT

School-Business Partnerships for Improving Education

CORPORATE **action** PACKAGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

The Alliance's Corporate Action Agenda

☐ With its new Corporate Action Agenda, the National Alliance of Business supports corporate initiatives directed to purposeful, results-oriented actions to improve American public education. The Corporate Action Agenda provides the tools and assistance to stimulate and sustain the active participation of American business leaders in improving public education to make it responsive to the changing requirements of the modern workplace.

Components of the Alliance's Corporate Action Agenda include a series of "how to" publications, a video, and a range of activities to disseminate cutting-edge ideas and practices throughout the country.

Publications in the Corporate Action Agenda move business people from broad awareness of the education crisis to an understanding of education reform issues and the steps needed to help corporate leaders take decisive and direct actions to improve education. These publications include:

- ☐ ***Corporate Action Agenda: The Business Of Improving Education (Executive Summary)***
- ☐ ***Building A Quality Workforce Video***
- ☐ ***America's Leaders Speak Out On Business-Education Partnerships***
- ☐ ***A Blueprint For Business On Restructuring Education***
- ☐ ***Business Strategies That Work: Corporate Collaborations To Improve Education***
- ☐ ***Who Will Do The Work? A Business Guide For Preparing Tomorrow's Workforce***
- ☐ ***The Compact Project: School-Business Partnerships For Improving Education***

In addition to these written products, the Corporate Action Agenda features other tools and activities that foster collaboration, networking and information dissemination designed to make business leaders effective advocates and action agents for education improvement and reform. These resources include:

- ☐ The Alliance's Partnership Network
- ☐ Alliance Executive Speakers Bureau
- ☐ Articles and Supplements in Leading Business Publications
- ☐ Educational Institutes, Regional Symposia and Seminars
- ☐ Harvard Business School Business/Education Initiative

To join the National Alliance of Business and participate in the Alliance's Corporate Action Agenda for education improvement, please write to the National Alliance of Business, 1201 New York Avenue, N.W., Washington, DC 20005, or call (202) 289-2888.

Price: $18.00
Price for NAB Members: $16.00
ISBN 0-88713-815-2
Copyright © 1989 by the National Alliance of Business. All rights reserved.

The COMPACT PROJECT

School-Business Partnerships for Improving Education

NATIONAL ALLIANCE OF BUSINESS

Activities of the National Alliance of Business are financed with public and private resources. Compact Project activities have been financed through the U.S. Department of Labor and the U.S. Department of Health and Human Services, as well as through private funding from the Reader's Digest and MacArthur foundations. Development and dissemination of this publication were made possible by supplemental funding from the Reader's Digest Foundation. Opinions expressed in this publication do not necessarily represent the official policy of the sponsoring organizations.

The National Alliance of Business builds business partnerships with government, labor, and education to assure quality in the American workforce. The Alliance shapes social policies to improve education and strengthen job training, to develop versatility and instill the values essential to success in the modern workplace.

EXECUTIVE SUMMARY

In 1986, the National Alliance of Business began a national demonstration project on education improvement that has served as a learning laboratory for the country. The Compact Project was modeled on the principles of the Boston Compact, one of the most innovative business/education partnerships to date. For three years, the Alliance and its Steering Committee of national business and education leaders have provided critical guidance and support to twelve communities attempting to build effective partnerships among schools, employers, local elected officials, and youth at risk of not making a successful transition into the workforce.

Individual profiles of the twelve cities engaged in compact efforts and the lessons learned from their experiences provide the basis of this report, ***The Compact Project: School-Business Partnerships for Improving Education***. The cities participating in the Compact Project and highlighted in this report are: Albuquerque, New Mexico; Cincinnati, Ohio; Detroit, Michigan; Indianapolis, Indiana; Louisville, Kentucky; Memphis, Tennessee; Miami/Dade County, Florida; Pittsburgh, Pennsylvania; Providence, Rhode Island; Rochester, New York; San Diego, California; and Seattle, Washington.

In the Beginning: The Boston Compact

The impetus for the Alliance's national project came from a series of educational improvement activities undertaken in Boston that culminated in the signing of an historic document—the Boston Compact. The Boston Compact was a written agreement representing a five-year commitment by business and education leaders to work together to improve public education. The key to this agreement was several clearly-defined, measurable goals for both business and education.

Beginning in 1982, the Boston Compact became the city's system-wide, collaborative response to the crises in the public schools following Boston's struggle with desegregation in the 1970s. That struggle had led to depressed enrollments in the public schools, increased dropout rates of 40 to 50 percent, and white out-migration from the city to the suburbs, leaving the urban schools with a poor, largely minority student population.

The need for change in Boston education became critical as business leaders realized that, without a significant improvement in the quality of education, they would have difficulty filling jobs in the years ahead. Business leaders joined with educators to bring about demonstrable improvements in the quality of the city's public school system. A new school Superintendent worked with the city's established business group, "The Vault," the recently organized Boston Private Industry Council, and the Mayor to create the Boston Compact, a broad agreement serving as a framework for business/education partnerships in Boston.

The core of the Boston Compact is a written agreement between the schools and the business community. In return for measurable gains by the high schools in basic skills competency, student retention, and college or job placements, the business community provides priority hiring to graduates of the Boston public schools. The business/school agreement was signed in the fall of 1982. University and building trade union agreements followed in the next two years. The schools committed themselves to improved attendance, reduced dropout rates, and demonstrated competencies in reading and math for all graduates by 1986. In turn, the businesses agreed to work with the schools to increase the number of summer and part-time jobs for students and jobs for high school graduates.

The intentions of the original Boston Compact were to demonstrate the connection between successful performance in school and genuine economic oppor-

tunity, which, in turn, would have an impact on the students' attitudes. Additionally, it was thought that the Boston public schools, working with the business and university communities, could significantly improve the quality of inner-city education.

Six years after the original signing of the Boston Compact, the Boston business community was widely recognized for having met and surpassed its goals, especially around the Compact's employment objectives. The low minority youth unemployment rate in Boston was unmatched in other urban areas in the country. However, the schools in Boston have not been as successful in meeting their goals. The high school dropout rate remained virtually unchanged and the Boston business community remained concerned about progress toward other goals.

It had become clear (both in Boston and in the 12 Compact cities) that the promise of a job was not sufficient to keep a young person in school unless other variables were addressed. Those juniors and seniors who have been successful in Boston's school-to-work transition program (the "Jobs Collaborative") stayed in school long enough to understand the connection between school and work. Unfortunately, too many young people (approximately 50 percent) left school before that connection could be realized.

In fall 1988, the Boston business community initially refused to reauthorize the agreement and sign Compact II. While assuring the larger community that business was not abandoning the schools, business leaders in Boston placed a renewed emphasis on fundamental school change and accountability. Compact II, eventually signed in spring 1989, adds new goals to the original efforts to improve test scores and lower dropout rates. The new goals include: increasing parental involvement in children's education, creating a post graduate support network that Boston high school students can tap into for up to four years after graduation, and putting in place a school based management program to decentralize the system and make each school accountable for its own success or failure.

The Alliance's Compact Project

Although Boston's solutions to its problems cannot be universally applied to all cities contemplating educational improvement or formulating business/education partnerships for systemic change, in 1986, the National Alliance of Business extracted some key principles from the Boston experience and used them to begin working with the twelve cities chosen to participate in the Compact Project. The Alliance's focus was not on replicating the Boston experience but rather on helping demonstration cities to use these principles to develop their own written agreements. These principles included the need for cities to:

Develop long-term measurable goals;
Designate a business intermediary;
Develop a planning structure;
Establish baseline data;
Secure financial resources; and
Organize collaboration.

Selected cities desiring to join the project were asked to design a system that would help them to develop formal written agreements among schools, businesses, and local government agencies which would set forth specific goals to improve education, work preparation, and employment opportunities for young people. Seven cities began the project in 1986 and five more were added in 1987. Today, the Alliance

continues to work with the original cities as well as others that seek to join the Alliance's Partnership Network and participate in NAB's youth and education initiatives.

Highlights of Key Findings

The National Alliance of Business believes that the Compact Project initiative is particularly significant because it has the potential to help make fundamental and lasting improvements in the education and employment prospects of at-risk youth across the nation by effecting systemic change through business involvement with public education. The full text of NAB's report, ***The Compact Project: School-Business Partnerships for Improving Education***, not only profiles the twelve demonstration cities, but also describes lessons learned.

Lessons From The Compact Project

Business still does not adequately understand the magnitude and seriousness of the problems of our public schools.

Many business leaders in a community must be brought together to coalesce support for education issues.

An institutional structure is needed at the local level to orchestrate ongoing business commitment and build the likelihood of continuity of business involvement.

Partnerships require a long-term commitment. Most partnerships are formed out of a sense of crisis, but reform is complex and efforts may lose momentum.

Reform requires a high level of interest from at least three groups: educators, business leaders and government officials.

Business needs to become involved in the governing structures of the schools.

It is imperative to develop agreed-upon measurable goals that clarify intent, focus, commitment, and permit periodic assessment.

Large infusions of funds are not necessary to maintain partnerships, but information and assistance are essential.

Business people have only limited knowledge of education reform issues.

Recommendations

The Alliance's three-year experience in assisting Compact development and implementation in twelve cities has resulted in very different Compact agreements. Our experience has shown that Compacts can be difficult to initiate and sustain. Yet there are certain conditions that, if used as a foundation for Compact development, help improve the chances for success. As a result, NAB makes the following recommendations to policymakers and planners of future efforts:

A carefully structured and organized school-to-work transition program or "Jobs Collaborative" can be an effective first step in bringing together the necessary individuals and organizations required to establish a Compact. The business community can provide meaningful employment opportunities and the schools can agree to better prepare young people for tomorrow's jobs. The intermediary organization can organize and develop the jobs and work with business and education to ensure that they are each meeting the needs of the other partners and of the young people

in the program. NAB details the benefits of and the process for developing effective Jobs Collaboratives in the publication, ***Who Will Do the Work? A Business Guide for Preparing Tomorrow's Workforce***.

If partnerships are to achieve their maximum potential, it is important to coalesce committed, high-level leadership from many organizations and sectors. While one leader's energy and organizational skills are helpful, a broader coalition is imperative if significant changes are to be made. Business people must work with educators, community-based organization staff, and local elected officials to help find lasting solutions to their community's problems.

It is imperative that all partners make a commitment to be involved for the long term. There are no quick fixes in improving public education—problems that took such a long time developing will take a longer time to solve. This long term commitment is especially important because changes continue to occur even as solutions are being developed and implemented.

It is essential that all partnership members understand and articulate a shared vision of what the changes should be. There is no place for separate agendas. Indeed, openness to a redefinition of roles is imperative.

Business-education partnerships are most effective when all who are involved develop, agree upon, and regularly measure long- and short-term goals and objectives. Student, staff, administrative and system progress should be measured—not just test scores, the number of jobs filled, and other objective data.

It is important to establish an organization to manage day-to-day efforts and to measure progress against predetermined objectives. The Private Industry Council or the local Chamber of Commerce can serve as the organization, or a new organization can be formed for this purpose.

As the result of NAB's findings from the Compact Project, a national, twelve site, business/education demonstration initiative, the Alliance encourages every community to consider the development of system-wide, collaborative efforts for education improvement and reform. The signing of a Compact—or written agreement with specific, measurable goals—by the education, government and business leadership in a community can rally diverse interests around the needs of at-risk youth and serve as a profound force for fundamental change.

TABLE OF CONTENTS

Executive Summary iii
Introduction 1
The Boston Compact 2
The Compact Project 5
Albuquerque 7
Introduction 7
The Albuquerque Business and Education Compact . 8
Summary 11
Cincinnati 12
Introduction 12
The Cincinnati Youth Collaborative 13
Summary 14
Detroit 17
Introduction 17
The Detroit Compact 19
Summary 20
Indianapolis 22
Introduction 22
Compact Progress 23
Summary 25
Louisville 26
Introduction 26
The Louisville Education and Employment Partnership Partnership 26
Summary 29
Memphis 31
Introduction 31
The Memphis Youth Initiative 32
Summary 34
Miami/Dade County 36
Introduction 36
The Greater Miami Partnership 38
Summary 39
Pittsburgh 41
Introduction 41
The Pittsburgh Promise 42
Summary 44

Providence 46
Introduction 46
Postsecondary Education 46
Community-Based Organizations 46
Organized Labor Initiatives 47
Business Partnerships 47
The Providence Compact 48
Public Relations Initiative 49
School-to-Work Transition 49
Summary 50
Rochester 51
Introduction 51
The Rochester Compact 53
Summary 54
San Diego 56
Introduction 56
The San Diego Compact 57
Summary 58
Seattle 60
Introduction 60
The Seattle Youth Investment 61
Summary 63
Conclusion 65
Editor's Note 73

INTRODUCTION

Today, the challenge of educating young people—especially those considered to be "at risk" of not succeeding in school—has never been greater. In many inner city schools where more and more poor, minority, non-English-speaking students are enrolled, educators appear to be losing the fight to keep young people in school, let alone provide them with school experiences and course work that will enable them to be productive, contributing members of society later in their lives.

Nationwide, the average dropout rate is 25 percent; in some urban areas, as many as 60 percent of the student population drop out of school. For those students who do stay in school, too often their skills are substantially below grade level. Large numbers of today's young people are unable to do well on tasks of even moderate complexity. Yet, these youth are the potential workers from whom the business community will choose its future workforce. As business' needs rapidly increase for employees who can communicate their ideas, make on-the-spot decisions, and respond intelligently to changing situations, the need for educational reform becomes obvious.

Clearly, we need to re-think how schools are organized and how they teach. Business can help in this critical task. One way that businesses can help is to work collaboratively with educational leaders to develop a plan of action or agreement on what is needed, and, together, execute that plan. One approach is built around a formal agreement in which businesses offer priority hiring for students who stay in school in exchange for specific commitments from educators to take steps to improve the skills and motivation of their students. The most well known of these efforts is the Boston Compact. This publication describes this approach in 12 demonstration cities in detail.

"Business leadership must take a more active role in implementing an effective national education reform program. We have a considerable stake in education, since its success is a principal factor shaping the character of this country and our future workforce."

John Carter
President & CEO
The Equitable Financial Companies
Chairman
National Alliance of Business

THE BOSTON COMPACT

"American education needs to be invigorated by American business. The twin forces of universal education and free enterprise have been at the heart of our country's success as a democratic society. The continued success of our society requires a new level of partnership between these forces."

William Kolberg
President
National Alliance of Business

The Boston Compact, in place since 1982, is a city-wide collaborative effort for bringing about measurable improvements in public school education. It resulted from crises in the public schools following Boston's struggle with desegregation in the 1970s. The consequences of that struggle were depressed enrollments in the public schools, increased dropout rates of 40 to 50 percent, and flight from the city to the suburbs, leaving the city schools with a weak constituency. A series of collaborative activities among businesses and universities, as well as joint city/school programs, were created to address Boston's school problems, but most participants in these efforts were discouraged by the lack of real progress in the schools.

Improvements in Boston education had become even more critical as business leaders realized that without a significant turnaround in the quality of education in Boston, they would have difficulty filling jobs in the years ahead. It became clear to business leaders that it was time to work with education to bring about demonstrable improvements in the quality of the city's public school system. A new school Superintendent worked with the city's established business group, "The Vault," which became the basis for the Boston Private Industry Council, and Mayor Kevin White to create the Boston Compact, a broad agreement serving as a framework for business/education partnerships in Boston. It was grounded in a foundation of partnerships between each of the secondary schools and 25 of the city's largest firms, as well as a strong summer jobs program expanded by the new Private Industry Council with support from the Edna McConnell Clark Foundation.

The core of the Compact is a written agreement between the schools and the business community. In return for measurable gains by the high schools in basic skills competency, student retention, and college or job placements, the business community would provide priority hiring to graduates of the Boston public schools. The business/school agreement was signed in the fall 1982. University and building trade union agreements followed in the next two years. The schools committed themselves to improved attendance, reduced dropout rates, and demonstrated competencies in reading and math for all graduates by 1986. In turn, the businesses agreed to work with the schools to increase the number of summer and part-time jobs for students and jobs for high school graduates.

The Compact was implemented through an established intermediary organization—the Boston Private Industry Council—that had a record of successfully working with both business and education. A full year before the fall 1982 signing of the Compact agreement, the basic elements of the jobs programs were in place, administered by the Private Industry Council. In particular, the success of the summer program and the efforts in three pilot high schools to reach their goals gave private sector leaders confidence that the more ambitious goals of the Compact could be met.

The Compact was written as a five-year agreement. In fall 1988, when the agreement was up for renegotiation, everyone acknowledged its many successes. A strong alliance had been forged, a successful high school career service had been implemented providing even more jobs than had been originally anticipated, and $25 million in business-financed initiatives had been implemented to complement the ongoing support provided through the school/business partnerships. There had been

some headway toward school improvements, evidenced by additional resources directed to new school initiatives, improvements in the physical plant, increases in average daily attendance, and the establishment of reading and math standards.

Yet, initially the business community refused to sign a second Compact agreement, Compact II, stating that the schools had not been successful in meeting their original goals and that too many problems still existed. School achievement levels were low and dropout rates continued to be high. Business wanted some assurance that every high school would provide an improved education for all students.

In March 1989, the Boston Compact Steering Committee agreed to adopt new goals which addressed key issues facing the education community. (The new goals are shown in the box on the following page.)

Overall, the Boston Compact created and expanded a wide range of employment and education initiatives for young people in the city, providing access to opportunities that would otherwise be unavailable to them. The PIC's charge was to institutionalize a system for coordinating the complex task of linking hundreds of employers with thousands of students in a way which was accountable and dependable. Under the auspices of the Compact, the high school career service, called the "Jobs Collaborative", has been expanded to 15 of the city's high schools, placing from 1,200 to 1,400 students during the school year, 3,000 students during the summer, and over 1,000 young people in full-time jobs following high school graduation. Surveys conducted after graduation show that 90 percent of all graduates with Compact jobs are still on the job or back to full-time education the following March. As a result, youth unemployment rates in Boston are significantly lower than the national rates, and the difference between black and white unemployed youth is almost negligible—an achievement virtually unparalleled in any other major city.

The intentions of the original Boston Compact were to demonstrate the connection between successful performance in school and genuine economic opportunity, which, in turn, would have an impact on the students' attitudes. Additionally, it was thought that the Boston public schools, working with the business and university communities, could improve the quality of inner-city education. It has become clear that the promise of a job is not sufficient to keep a young person in school unless other variables are addressed. Those juniors and seniors who have been successful in the Jobs Collaborative stayed in school long enough to see the school and work connection. Unfortunately, too many young people (approximately 50 percent) left school before that connection could be realized. Comprehensive programs, which include case management, have been implemented over the past two years for younger adolescents at risk of dropping out of school.

Although Boston's solutions to its problems cannot be universally applied to all cities formulating business/education partnerships, there are important *principles* to be extracted from the Boston experience:

Agreement about the critical nature of the problems and a common vision for the future. The Boston Compact resulted from a crisis situation that had been acknowledged by all the potential partners. The partners could also agree about the priority areas that required attention.

A history of the public and private sectors working together. In Boston, other partnerships were already underway. The business community and the schools had already developed some mutual trust that facilitated the progress of substantive, systemic changes.

A viable business intermediary. The Boston Private Industry Council had an established governance structure and organizing mechanism to deal with system-wide issues. Such an entity coordinates the efforts of the business community.

Top leadership from business and schools, committed to school improvement. This includes financial, time, and human resource commitment. Top leadership has to be vocal and visible in its support in order to motivate and stimulate others to participate and expand the scope of the efforts.

Sustained, long-term commitment from all members of the community. The problems and issues addressed by the Compact turned out to be more than the partners had anticipated. There is no quick fix to these concerns, and that has to be understood from the start. A long-term approach requires flexibility from the partners as needs and circumstances change. Simultaneously, a short-term agenda must be devised that includes actions that can begin to show some *results* and that can develop the potential for sustained support.

Measurable, clearly defined goals. The Compact's key management strategy is based on this principle. The goals serve as an incentive and a means for measuring accountability. These goals must be challenging, yet realistic, and readily understandable by all the partners.

Goals of the Boston Compact
(Compact II)

Goal 1—Instructional Goal: To improve the quality of education by enabling each individual school to be responsible for the quality of education it provides. Success in achieving this goal will mean that the individual school manages budget allocations, staff hiring, and curriculum development.

Measures: (a) Ensure that new contracts with the Teachers and Administrators Unions are negotiated by 1989 that will recognize school-based management as the appropriate administrative process in all schools beginning with the school year 1989-90; and (b) develop appropriate standards of evaluation which grant more flexibility in operating individual schools in return for accountability by those schools in meeting established performance objectives.

Goal 2—Parental Involvement: To increase Boston Public Schools (BPS) parents' involvement in the education of their children. To help achieve this goal, parents will be given increased opportunities to enroll in education and job training programs.

Measures: (a) Over five years, recruit at least 50 percent of parents to sign a Parents Compact which commits the parents to assuring that their children attend school regularly and complete all homework assignments; (b) increase by 20 percent per year the number of parents participating in school programs relating to their children and use this measure as an indicator of individual school performance; (c) increase by 20 percent per year the number of BPS parents who enroll in education and job training programs. Provide college and tuition assistance information to parents; and (d) implement the new student assignment plan in kindergarten, and grades 1-6 by September 1989 and in all schools by September 1990.

Goal 3—Postgraduate Assistance: To create a comprehensive follow-up program that assists students for up to four years after graduation. The program will be designed especially to help those who experience employment difficulty in the years following high school graduation, those who leave college before completing their education, and college students who need assistance following graduation.

Measures: (a) Provide tracking, placement, and referral assistance to at least 75 percent of each graduating class for up to four years, through a cooperative arrangement with Boston Public Schools, Fenway Retention Consortium, Building Trade Unions, the ACCESS Scholarship Program, and the Higher Education Information Center; (b) provide priority hiring through the business community for every high school student who chooses to pursue work rather than higher education or military service after graduation; and (c) provide priority hiring for all BPS graduates who complete a program of higher education.

Goal 4—High School Completion: To cut in half the number of students who drop out of the Boston Public Schools over the next five years and to double the number of alternative education opportunities available to youth who have dropped out.

Measures: (a) Reduce by 10 percent each year the number of students who drop out of high school; (b) double in five years the number of dropouts who enroll in alternative programs leading to a diploma; and (c) increase the opportunities for dropouts to enroll in vocational education programs.

Goal 5—Academic Performance: To ensure that Boston students have the academic skills needed to achieve their potential in our competitive society.

Measures: (a) Eliminate each year 20 percent of the difference between the average achievement of Boston students and Massachusetts students on statewide achievement tests in all tested areas; (b) raise the average score of Boston students up to the norms on national achievement tests in reading and mathematics; (c) restructure the high schools so that every high school provides a comprehensive precollege curriculum; and (d) adopt a new broad-based assessment program to be implemented in the Boston Public Schools as being developed by the Measurement Committee of the Boston Compact.

THE COMPACT PROJECT

In 1986, the Alliance proposed to the U.S. Department of Health and Human Services a national demonstration project in selected cities in which the principles of the Boston Compact could be successfully replicated. Originally entitled "*Keeping Inner-City Youth in School Through Private Sector Job Guarantees: A Five-Site Replication of the Boston Compact*," the project's goal was to develop school/business community partnerships for educational improvement, dropout prevention, and increased youth employment. Local school and business leaders would agree to quantifiable "quid pro quo" goals which would trade increased school attendance, dropout reduction, and competency improvement for guaranteed priority hiring in summer and full-time private sector jobs. The project would reinforce the importance and benefits for youth, particularly at-risk youth, of completing school and making a successful transition to work or higher education. Additional funding for the Project would come from the U.S. Department of Labor and private foundations.

A steering committee, comprised of Boston Compact designers and representatives from education organizations and associations working on youth employment issues, was formed to develop city commitment criteria. Eligible cities had to demonstrate the existence of working relationships among their businesses, schools, and local elected officials. The cities also had to develop and implement a plan to address the agreed-upon goals for school improvement and to commit to securing financial resources to support the goals of their plan. An intermediary organization was to be designated as the coordinator of the partnership's activities. Later, another requirement was added: cities were to establish baseline data upon which the Compact's goals could be measured (i.e., dropout rates, test scores, attendance, etc.)

Research was conducted on 70 cities, based on recommendations from the Alliance's Regional Vice Presidents and from members of the project's steering committee. The cities had to demonstrate certain characteristics: some had already established quality business/education partnerships; some had strong summer youth programs; and others had a strong business intermediary organization in place.

The ten semifinalist cities were asked to convene leadership meetings at which NAB staff described the requirements of the project, its goals, and anticipated activities. The cities were requested to submit letters of intent to participate and agree to the Alliance's requirements; the letters were to be signed by key leaders (the mayor, a business leader, the school superintendent, or the business organization director). The cities, selected in March 1987, were Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego, and Seattle. A year later, five more sites were added via a similar process in order to expand and continue this experiment in business/education partnerships. The new cities were Detroit, Miami/Dade County, Pittsburgh, Providence, and Rochester.

The Alliance has played various intermediary roles over the course of the project, all necessary to the processes of selection and administration of a national demonstration project. As in most partnership activities, an objective entity with a more generalized perspective is necessary. The Alliance plays these roles in the Compact Project via many activities:

A convener. NAB convened the leadership meetings in the potential Compact cities, discerning whether the cities possessed the qualifications to assure the success of such an initiative.

A facilitator/catalyst. Through site visits, process audits, phone calls, and workshops at yearly Compact Institutes, the Alliance has facilitated communication among the business, education, and government sectors. It has acted as a catalyst by suggesting planning/leadership structures, by encouraging the development of resource inventories and baseline data, and by suggesting how the developing Compact can be broadened or strengthened.

A provider of technical assistance. The Alliance has sponsored three Compact Institutes staffed by experts in partnership development and program issues, providing opportunities for the city teams to work with one another.

A broker. In this role, NAB arranged for the provision of on-site technical assistance by experts and suggested appropriate visits between Compact cities.

It became clear early in the project that the goals of the Boston Compact were not necessarily applicable to the participating cities. Rather than becoming a replication project, the Compact Project has become one that has used the successful principles of the Boston Compact to help cities develop their own goals and adopt written agreements.

Developers of the Compact Project realized that each city must analyze its own situation and develop its own plan. The school-to-work emphasis in Boston via its Jobs Collaborative program is not appropriate for all the cities, although it may be one aspect of their program. (Boston has come to that realization itself, as evidenced by Compact II's new goals.) As the original seven cities set their goals, they realized that the problems they needed to tackle were beyond the scope of a jobs program. For them, the Project has provided the catalyst for different initiatives. For example, in Cincinnati, preschool programming is included under the auspices of the Cincinnati Youth Collaborative; Providence has launched a public relations campaign to stimulate awareness and interest in its public schools; Albuquerque's mentoring program for high school youth is a vital aspect of its Compact.

To encourage Compact sites' development, NAB has sponsored three annual Compact Institutes. These meetings are designed to give Project participants the opportunity to learn from experts on various aspects of business/education partnerships through lectures, workshops, and informal discussions; to offer time for participants from each city to work with their group on Compact planning; and to encourage the sharing of experiences among cities.

The first Institute, held at Tufts University in Medford, Massachusetts in June 1987, focused on goal setting and long-range planning; the collaborative process; school-to-work transition programs; the Boston Jobs Collaborative; and educational improvement planning.

The second Institute, held in Washington, D.C. in May 1988, included workshops, lectures, and opportunities for city planning. Workshop topics were data collection; monitoring and evaluation; dropout prevention; fundraising and financing strategies; marketing partnerships; coalescing leadership; higher education connections; local education funds; and educational planning.

A third Institute was held in Washington, D.C. in April 1989. It included a Business Leadership Forum that focused on business involvement in school improvement. Given the recent changes in the Boston Compact and the approval of Compact II, the Chairman of the Boston Private Industry Council was asked to describe business' experiences with and expectations for the Boston Public Schools. Panelists and individual presenters described their experiences with the issues of community involvement for school improvement from the local, state, and federal perspectives. The Compact Institute presentations and workshops included evaluation, accountability, and institutionalization of partnerships; mentoring for disadvantaged youth; the role of the school board in education reforms; the potential role for case management in a compact initiative; and accessing state and federal money.

Over the last three years, the Alliance has had a unique opportunity to gain both national and local perspectives on critically important issues pertaining to community involvement for school improvement. As a result of the Project, NAB staff have gained valuable insights into what it takes to involve the private sector as effective partners in substantive and successful school improvement initiatives. These lessons will be more meaningful, however, in the context of each city's respective compact development, noting civic and political circumstances and educational improvement efforts.

City Profiles

Profiles of each of the twelve Compact cities, including demographics, follow. Each city's experience is different from those of the others, yet there are recurring themes that have applicability to all communities looking to effect systemic change via business-education partnerships.

ALBUQUERQUE

Albuquerque Profile

Population:
- Total 474,000 (1986)
- Racial makeup (1980):
  - —37% Hispanic
  - — 6% black and other minorities

Major employers:
- Albuquerque Public Schools
- City of Albuquerque
- U.S. Air Force base
- University of New Mexico
- Sandia National Laboratories

Unemployment (October 1988):
- Overall: 5.5%
- Teenagers (ages 16-19)
  - —Overall: 15.7%
  - —Black: 28.3%
  - —Hispanic: 18.1%

Employment trends:
- New jobs gained in 1987: 3,700
- New jobs gained in 1988 (forecast): 5,000
- Most sectors except mining: gains statewide

School enrollment (1988):
- 83,000 in 115 schools
- 20,600 in 11 regular and 7 alternative high schools

Introduction

Albuquerque instituted a number of school reforms in the early 1980s. These included increased graduation requirements, school-based management and budgeting, and a communications skills course. In 1986, a planning grant was obtained from the Ford Foundation to study various dropout issues. A Ford grant for a dropout prevention effort was obtained for 1988-89.

Business initiatives for educational improvement in Albuquerque include the following:

Economic Forum. The education committee of the Economic Forum, one of Albuquerque's leading business organizations, has been active for a number of years.

Greater Albuquerque Chamber of Commerce. Through the Join-a-School program, 76 business partners have established formal business contracts with individual schools. The Chamber of Commerce also supports a Career Guidance Institute and the Success Project, which consists of business volunteers working with high school students to encourage attendance.

Albuquerque Hispano Chamber of Commerce. Activities have included advertising campaigns urging students to stay in school and a speakers' bureau.

US WEST Communications (formerly Mountain Bell). This company supports a program called Choices. Ninth-graders are encouraged to think about their futures and consider the consequences of dropping out. To date, about 25,000 students have been through the Choices program.

Numerous programs for at-risk youth are available in the Albuquerque area:

Work Unlimited and the Albuquerque Job Corps. These organizations receive funds from the Job Training Partnership Act for youth. They operate a job placement program and a high school equivalency degree program.

Youth Development, Inc. Also funded by the Job Training Partnership Act, Youth Development, Inc. assists adjudicated disadvantaged youth ages 16 to 21 to obtain their high school equivalency degrees and find employment. Another program encourages 14- and 15-year-old at-risk students to stay in school by working on academic skills, providing family counseling, and providing part-time jobs to students.

Albuquerque Public Schools. The public school system targets dropouts and potential dropouts with alternative programs such as School on Wheels, Community School, and Freedom High School.

Greater Albuquerque Alliance. The Alliance is based on a November 1984 agreement between Albuquerque Public Schools, the University of New Mexico, and the Technical Vocational Institute that facilitates collaboration at the secondary, postsecondary, and adult education levels. It recently became possible to transfer credits from Technical Vocational Institute to the University of New Mexico. As a result of the effects of this Alliance, the Albuquerque Community College opened for the 1988-89 school year.

"What we have here represents a joining together of city government, the business community and the educational system to help our students be the best they can be."

William Eglinton
Public Service Co., NM

Objectives of the Albuquerque Business and Education Compact

- **Develop databases**—catalogue services available to at-risk youth and develop a database to identify the at-risk population accurately.
- **Improve education**—improve attendance, basic competencies, graduation rates, and postsecondary placement rates.
- **Improve support systems.**
- **Build consensus**—for example, establish forums for better business/education relationships.
- **Improve productivity**—enhance the skill level of the workforce for businesses, integrating existing job training resources for at-risk youth.
- **Improve job availability**—recruit businesses to hire at-risk youth and increase summer and after-school employment opportunities.
- **Provide linkages**—provide the business community with a forum for expressing concern, promoting coordination of public and higher education, assessing the need to establish a career center, and coordinating the dissemination of information to the public and private sectors.

Albuquerque Business and Education Compact (ABEC)

A leadership meeting was hosted in December 1986 by the Economic Forum, a key business organization of more than 50 Albuquerque chief executive officers. Attending the meeting were the superintendent of schools and representatives from the Private Industry Council and the city's Department of Human Services. The Economic Forum unanimously endorsed the Compact concept.

Initial planning efforts were led by Mark Sanchez of the city's Department of Human Services and Robert Stamm, CEO of Bradbury and Stamm Construction, who represented business and became chairman of both the management committee and the Albuquerque Business and Education Compact.

Following the establishment of management and planning committees, a loaned executive was obtained from US WEST Communications to support the planning committee. Baseline education data on dropout rates were collected. Plans were initiated for linking the Albuquerque Business and Education Compact and Albuquerque Public Schools to the ongoing Youth: 2000 effort and to the local Ford Foundation-sponsored dropout collaborative. Objectives were developed (see above box) along with short- and long-term strategies.

At the 1987 Compact Institute,[1] plans were made to focus on dropout prevention rather than on jobs and to coordinate and strengthen existing programs. A strategy was developed for obtaining school principals' concurrence in a cluster planning process for developing school improvement plans targeting at-risk youth.

The first presentations to the principals were made during the summer of 1987. Presentations about

the Albuquerque Business and Education Compact were also made to the Greater Albuquerque Chamber of Commerce, the Superintendent's cabinet, and the New Mexico Council on Vocational Education.

In the summer of 1987, the management committee approved a planning committee recommendation that the Albuquerque Business and Education Compact merge with the Ford Foundation-sponsored dropout collaborative. It also approved an operating structure that allowed for working committees to be created as needed.

Also that summer, loaned executives from US WEST Communications and the Albuquerque Public Schools started with the Albuquerque Business and Education Compact and a radio Stay-in-School campaign was initiated by the Hispano Chamber of Commerce.

In the fall of 1987, a major effort of the Albuquerque Business and Education Compact participants was to build support for the Compact in the school system. Baseline data about dropouts had been gathered and published and were useful in presentations to elementary, middle, and high school principals and curriculum assistants and in the workshops that were held to start cluster planning for at-risk students.

The Albuquerque Business and Education Compact also submitted a grant application to the Ford Foundation for additional funds; $75,000 was awarded in January 1988. During this time, the planning committee was concentrating on developing an implementation plan and taking the first steps toward a written compact agreement. The management committee began searching for a new chair in September, and Duffy Swan, CEO of US WEST Communications, took over the position in January 1988.

Cluster planning continued with a conference in January 1988 sponsored by the Albuquerque Business and Education Compact. It included working sessions with all Albuquerque Public Schools principals plus a staff person from each school. The process continued with a dropout prevention conference in April, cosponsored by Albuquerque Business and Education Compact and Albuquerque Public Schools, in which each high school and middle school was requested to send an administrator, a counselor, and two teachers. Afterwards, high school staff met with staff from their feeder middle schools to develop action plans. Cluster plans were completed in summer 1988.

A pilot job-mentoring program (see adjacent box) was initiated in June of 1988, with planning headed by Jim Larson, a loaned executive from Sandia Laboratories. The program offers a four-year commitment of employment, self-esteem, and career preparation to students in exchange for meeting attendance and academic performance criteria. Students are matched with business mentors who commit to a regular monthly schedule of contacts with the students throughout the school term.

The job mentoring program started with 60 students—15 each from 4 schools—and 60 more students will be added each year for the next four years. At-risk students entering ninth grade were selected, and mentors were asked to make a minimum commitment of one year. They are encouraged to follow students through high school completion.

Early in 1988, the Compact's bylaws were approved. The membership of the management committee was expanded to include representatives from city council, county government, and the Albuquerque Teachers' Federation.[2] During the spring, the loaned executives on the management commit-

Highlights of the Albuquerque Business and Education Compact Mentoring Program

- Desired outcomes:
  - —Eighty percent will successfully complete high school and receive their diplomas.
  - —All who receive their diplomas will obtain full-time employment in a career-path job to go on to postsecondary education.
  - —Thirty percent of those who receive their diplomas will pursue postsecondary education.
- Summer and part-time jobs are contingent on maintaining at least a C average and attending 90 to 97 percent of classes depending on grade level.
- Mentors attend a three-hour training program.
- Mentors and students attend a joint 16-hour self-esteem workshop and then keep in contact through the year for one to three hours monthly.

tee assumed most of the planning activities that had been conducted by the planning committee. Task forces were formed for working on the job mentoring program and for planning a marketing and media program. A communications plan with its marketing strategies was completed in July.

A five-year Compact Agreement was signed in June 1988 by the heads of the four major sectors involved—public schools, business, government, and higher education.[3] The agreement spells out numerical goals and timetables for the four groups (see box).

With the assistance of Dr. Moises Venegas, a loaned executive from Albuquerque Public Schools, cluster plans were completed in August 1988. Each cluster has been given $3,000 from Ford Foundation funds to implement some of the activities planned for at-risk students, but for the most part, existing funds and resources must be used.

The job mentoring program is continuing. The salary of the coordinator and the administrative costs of the program are being funded jointly by US WEST Communications, Ethicon, the Ford Foundation grant, and the Private Industry Council.

Commitments to the Albuquerque Business and Education Compact

Public schools:

- Reduce the dropout rate 2 percent each year;
- Increase attendance from 93.8 percent to 95 percent by 1993;
- Raise performance by 3 percentile points each year for those schools whose students function below the 50th percentile as measured by the new or revised examination to be implemented in 1988-89 by the New Mexico State Department of Education;
- Increase by 2 percent each year the number of students passing the New Mexico High School Competency Exam.

Higher education:

- Increase each year by 2 percent of the total Albuquerque Public Schools (APS) graduating class the number of APS seniors who enroll at the Technical Vocational Institute;
- For those APS high schools with fewer than 20 percent of their graduating seniors enrolling at University of New Mexico, increase the number by 2 percent each year.

Business:

- Provide priority hiring status to those targeted students who graduate passing the New Mexico High School Competency Exam and have acquired appropriate skills to be considered for entry-level jobs;
- Provide 45 mentors in 1988, to increase by increments of 45 per year, to work with targeted youth;
- In 1989, provide 60 private-sector summer or part-time jobs during the school year, to increase by increments of 60 per year. The jobs will be used as incentives for staying in school.

Government:

- Provide a minimum of 500 summer jobs each year through JTPA as incentives for staying in school;
- Provide staff support to the Albuquerque Business and Education Compact;
- Provide 15 jobs each year as incentives for staying in school;
- Provide 15 mentors in 1988, to increase by increments of 15 per year, for the purpose of working with targeted youth.

Some of the current and new strategies included in the cluster plans:

- Focusing on transitions between elementary and middle school and between middle and high school;
- Greater parent involvement;
- Buddy systems for at-risk or substance-abusing students;
- Peer education (tutoring);
- Uniform discipline policies;
- Big brother and big sister programs (for example, eleventh- and twelfth-graders paired with ninth graders).

The Albuquerque Business and Education Compact has conducted follow-up studies on students who participated in the 1988 Private Industry Council Job Training Partnership Act summer youth program in order to examine its effects on academic performance and to see how the program could be improved. This program served 1,117 students—mostly 14- and 15-year-olds. Seven hundred and fifty students completed both components of the program, which included four hours of remediation weekly and work experience. Arrangements were made for students who completed both components to receive 1/2 credit toward high school graduation. The studies found that completers were more likely to reenroll in school than non-completers, and more likely to still be attending school after 40 days. Completers also had a higher grade point average at the end of the first nine-week marking period than non-completers.

The Albuquerque Business and Education Compact's Plans for 1989 include:

- An effort to increase the involvement of community-based organizations in ABEC through a series of work sessions.
- Joint solicitation funding proposal to be submitted to various funding sources.
- Continuation of the job mentoring program.
- Tracking five-year compact agreement performance.
- Implementation of a communications plan.
- A summer retreat for the management committee to plan Albuquerque Business and Education Compact directions for 1990 and beyond.

Summary

The Albuquerque Business and Education Compact, staffed by the Private Industry Council and loaned executives, successfully negotiated a Compact agreement that was signed by representatives from the public schools, business, government, and higher education. The agreement specified numerical goals for each of the four groups.

Albuquerque Business and Education Compact leaders decided early in the planning process that they wanted something more than a jobs program. Consequently, considerable effort has been devoted to a cluster-school planning process and to the building of support for the concept from principals, teachers, and administrators. A pilot job mentoring program has also begun.

Notes

1. Greg Voeltz, Manager, US WEST Communications; Mark Sanchez, Deputy Director, Albuquerque Department of Human Services; and Richard Romero, Assistant Superintendent of Schools.
2. The members of the management committee are Ted Martinez, President Albuquerque Technical Vocational Institute; Ron Baca, Albuquerque Hispano Chamber of Commerce; Dr. Jack Bobroff, Superintendent, Albuquerque Public Schools; Pauline Martinez, Board Member, Albuquerque Public Schools; Don Whatley, President, Albuquerque Teachers Federation; Bob Mateucci, Governing Board, Albuquerque Technical Vocational Institute; Terri Samora, Administrator, Bernalillo County Commission; Don Brooks, Personnel Director, Bernalillo County; Dan Weaks, Deputy CEO for Public Services, City of Albuquerque; Richard Chapman, City Council; Bob Stamm, Education Committee, Economic Forum; William M. Eglinton, Executive Vice President and Chief Operating Officer, Public Service Company of New Mexico and Greater Albuquerque Chamber of Commerce; Rick Johnson, Vice Chairman, PIC; Paul Risser, Vice President for Research, University of New Mexico; Martha Grey, Personnel Manager, Ethicon; Carole Hedden, Manager, Honeywell; Wayne Godsey, General Manager, KOAT-TV; Herb Pitts, Sandia National Laboratories; Louis Franco, President, Tru-Sight Opticians; Duffy Swan, New Mexico Vice President & CEO, US WEST Communications; and Jesse Dompreh, State Farm Insurance.
3. Signatories were the Mayor, Superintendent of Schools, President of the Albuquerque Board of Education, President of the University of New Mexico, President of the Albuquerque Technical Vocational Institute, Chair of the Economic Forum, Chair of the Greater Albuquerque Chamber of Commerce, President of the Hispano Chamber of Commerce, Chair of the Private Industry Council, and President of the Albuquerque Teachers Federation.

CINCINNATI

Cincinnati Profile

Population:
- 1988: 370,000
- 1980: 355,000
- Racial makeup (1988):
  - –65% white
  - –33% black
  - – 2% other minorities

Major employers (1988):
- General Electric
- Procter & Gamble
- University of Cincinnati
- Kroger
- U.S. Government

Unemployment (1988):
- Overall: 5.7%
- Teenagers (ages 16-19): 15%
- Nonwhite teenagers: 50%

Employment trends:
- 1987: 15,000 new jobs gained
- 1988: similar gain forecast

School enrollment (1988):
- 51,600 in 89 public schools
  - –61% black
  - –38% white
- Dropout rate between 7th and 12th grades: 40%

Introduction

Increased attention was paid to Cincinnati's schools in the late 1970s when business leaders united to renew the downtown area. Realizing that mere physical renovation would not be sufficient for economic recovery unless the school system could produce well-qualified, highly skilled workers, business leaders in Cincinnati made their first project a school tax election.[1] Although voters had been rejecting proposed school tax increases for ten years,[2] this one passed. The business leaders then helped to initiate a series of educational improvement initiatives, including an adopt-a-school program. Some of these initiatives included:

Jobs for Cincinnati Graduates (JCG). Started and initially funded by corporations, now supported by the Private Industry Council (PIC) as well, JCG works with high school seniors to help them prepare for and find jobs when they graduate.

Partners in Education. This effort consists of almost 85 partnerships between schools and businesses for mentoring, tutoring, career education, and work experience.

Project Continued Success. Started in 1985, Project Continued Success is an enrichment and motivational program for 130 juniors and seniors per year at Aiken High School. The project includes mentoring, tutoring, college-transition seminar, career-education workshops, and field trips.

Several community organizations were also active in assisting public education.[3] In 1981, local school advisory committees were established. Parents and community representatives serve on these and many other committees and task forces as well.[4]

In 1984, a desegregation suit against the school district was settled out of court, and the schools agreed to meet the terms of the agreement by 1991. A major vehicle for doing so has been the development of a wide range of alternative (magnet) programs in the schools.[5] The schools, administrators, and teachers have also instituted several programs to improve the quality of teaching.[6]

The education improvement effort in Cincinnati became a concerted effort shortly after two individuals arrived in 1986.[7] John Pepper, the new president of Procter & Gamble, the city's largest business, returned from a National Alliance of Business conference on public education determined to marshal the talents and resources of Cincinnati businesses on behalf of poor minority students. Shortly thereafter, the school board appointed as superintendent Lee Etta Powell, an out-of-towner, but a tough and capable administrator.

Then the third of the pivotal leaders, City Councilman J. Kenneth Blackwell, proposed establishing the Cincinnati Youth Collaborative (CYC), which has become the vehicle for educational improvement in Cincinnati's schools from preschool through college.

Cincinnati Youth Collaborative

In summer 1986, discussions were held among business leaders and representatives of the school system, the Private Industry Council, and the Greater Cincinnati Foundation. From these discussions the Cincinnati Youth Collaborative developed.

Later that year, John Pepper and others invited a representative of the Boston Compact to visit Cincinnati and discuss Boston's educational improvement efforts. The National Alliance of Business held informal discussions with John Pepper, Ken Blackwell, and Willis Holloway, assistant school superintendent. Late in 1986, Willis Holloway contacted John Pepper about developing a collaborative organization for a Ford Foundation grant proposal that he was preparing.

As a result of these preliminary activities, Cincinnati was selected as a Compact Project site. Cincinnati had enthusiastic leadership from business (John Pepper), the school superintendent (Lee Etta Powell), and the city Vice Mayor (J. Kenneth Blackwell). It also had the involvement of the other organizations that had been involved in preliminary planning for the Ford Foundation grant.

A formal Cincinnati Youth Collaborative Steering Committee[8] had developed, cochaired by John Pepper, Lee Etta Powell, and Ken Blackwell, which included other senior corporate executives, representatives of the school system, the Cincinnati Board of Education, the Cincinnati Federation of Teachers, the University of Cincinnati, and community groups.

Taft Pilot Project: Major Features

- Reorganization of seventh and eighth grades from a junior high model to a middle school model, using a team organizational design, providing team planning and communications periods, and offering additional counseling;
- More teachers and increased teacher training on expectations and effectiveness;
- Tutoring and mentoring programs;
- New orientation programs between sixth and seventh grades and between eighth and ninth grades;
- More computers and software for students;
- Improved counseling, health, and wellness programs;
- "Last dollar"[9] college financing and other incentives;
- Job training, including the Cincinnati Youth Collaborative Summer Earn and Learn Program which provides summer classes and work experience for junior high students to prevent loss of academic achievement between school years;
- Club Ed (Edventure) school enrichment program for middle school students, with speakers and field trips to cultural attractions and colleges; and
- Expansion of Jobs for Cincinnati Graduates to include eleventh graders.

The committee identified five priority areas of activity and established five subcommittees for them:

Instructional Program;
Preschool;
Bridges to Jobs;
Bridges to College; and
Leadership Development (in teaching and administration).

A design team began working on the Taft High School District Pilot Project (see above box). Cochairs were Orlando Henderson, principal of Taft, and Robert Wehling, Vice President, Marketing, at Procter & Gamble. The mission of the team was to establish a program for middle school through twelfth grade at Taft High School and its feeder schools to "eliminate or drastically reduce dropouts and enhance the opportunities for all students to get meaningful and rewarding jobs upon graduation or to be able to attend college if they have the qualifications and desire."

"Cincinnati has an opportunity to set itself apart from other cities by showing it cares about its young people. The challenge is for our entire community to come together to ensure that every youngster has the chance to develop to his or her full potential."

Kenneth Blackwell
Councilman
City of Cincinnati

"We're in a war, but it's a winnable war. It's winnable because of the innate talents and capabilities of our youth. If we set the right example, if we provide discipline and support, if we challenge them, our young people—from even the most impoverished backgrounds—can compete with anyone in the world."

John Pepper
President
Procter & Gamble

In November of 1987, the program recommendations of the five subcommittees and the plans of the Taft Pilot design team were consolidated in a report used to apply for Ford Foundation funding to implement the programs developed under the Ford planning grant. In addition to the features of the Taft Pilot, the following initiatives were included:

Higher Education Center (to open in 1989) will provide information to high school students about colleges, as well as volunteers to assist students and parents with the application and financial aid processes;

Constructivist preschool pilot program in Taft and McKinley elementary schools,[10] with half-day programs for three-year-olds;

Jobs and a Jobs Network[11] operated by the PIC to coordinate job development and placement efforts;

Dropout Recovery Program administered by the Citizens' Committee on Youth; and

Leadership development training for selected teachers and administrators from selected schools with high dropout rates.

In the fall of 1988, fundraising became a major priority for the Cincinnati Youth Collaborative. The Ford Foundation granted it $100,000, and by December 31, 1988, $6.6 million had been given or pledged to the Collaborative. Contributors included more than 150 businesses, local foundations, and many individuals.

Accomplishments of CYC so far include:

Introduction of the features of the Taft Pilot in January 1988;

Hiring of three resource coordinators to link student needs with community resources and to be involved in all aspects of the Taft Pilot;

Seventy seventh- and eighth-graders benefited from the Taft Pilot's first Earn and Learn Summer Program;
Expansion of Jobs for Cincinnati Graduates to include about 70 at-risk eleventh-graders at Taft High School; and
Awards of $450 to $3,500 provided to 127 students for 1988-89 by Scholarships for Our Kids, as the "last-dollar" college scholarship fund has been named.

Summary

The development of the Cincinnati Youth Collaborative reflects strong leadership from the three crucial sectors of business, education, and government. Two years after the formation of the Cincinnati Youth Collaborative, programs have been instituted in each of its priority areas. In 1989, a school-to-work transition program will be implemented in one high school and the Higher Education Center will open. Although most of the programs are operating on a pilot basis, they reach a substantial number of students and encompass a wide range of activities.

There is strong sentiment among Cincinnati Youth Collaborative leaders that its first goal is commitment from all Cincinnatians to enable every youngster to develop his or her full potential and be an effective contributor in today's society and economy. A recent publication[12] noted: "...more fundamental change is anticipated in the future. Thanks to the Collaborative, the forces at work on educational issues hold far more power than the usual constellation of board, superintendent, and teachers' union. The final results may be a profound restructuring of the schools and of their relationships with the larger community."

Cincinnati Youth Collaborative Goals, 1989–90 to 1993–94

- Increase by 2.5 percentage points per year the number of students at or above the national norm in reading, language, and math;
- Increase by 2 percentage points per year the number of correct responses on tests of essential skills in reading and math;
- Increase student promotion rates annually by 2 percent at seventh to ninth grades and by 1 percent at first grade;
- Increase the number of students who continue their education after they graduate from high school;
- Reduce the annual rate of student dropouts by 2 percentage points per year;
- Increase the rate of student attendance by 3 percentage points per year; and
- Increase the number of student in the alternative Peter H. Clark Academy[13] to program capacity.

Notes

1. In 1980, a group called Cincinnatians Active to Save Education (CASE) formed to campaign for a tax levy after the school district ran out of money and closed down for three weeks in late 1979. As as result of their efforts, the first operating levy in 11 years passed in November 1980. Renamed Cincinnatians Active to Support Education, they have been responsible for the passage of four more levies since then.
2. Paul T. Hill, Arthur E. Wise, and Leslie Shapiro. Educational Progress: Cities Mobilize to Improve Their Schools. Center for the Study of the Teaching Profession, R-3711-JSM/CSTP. (The RAND Corporation: January 1989), pp. 13-14.
3. Citizens' Committee on Youth (skills and high school equivalency classes for dropouts), Urban League of Greater Cincinnati (Students at Risk Program for linking youth and family service agencies with the school system), Appalachian People's Service Organization, Inc., Urban Appalachian Council, Cincinnati Human Relations Commission, and Cincinnati Union Bethel (a neighborhood organization).
4. Each school has an advisory committee of parents, staff, nonparent community members, and students (at the secondary level), which functions as the primary planning, goal-setting, and recommending body of each school. Parents and community representatives also serve on committees and task forces such as curriculum revision and textbook-selection committees, the Citizens' Task Force on Drug and Alcohol Abuse, and the marking-and-reporting-practices committee.
5. There are alternative programs at elementary, middle, and high school levels. These include academic enrichment such as a critical-thinking school and "computers unlimited," applied arts, creative and performing arts, bilingual programs in seven languages, math and science academies, physical development, and special teaching methods (at the elementary level).
6. Among the programs instituted by Cincinnati Public Schools and the Cincinnati Federation of Teachers to improve the quality of teaching is the peer assistance and appraisal program, which uses consulting teachers to assist teachers in their first year through its intern component and to assist experienced teachers exhibiting serious teaching deficiencies through its intervention component. Additionally, a career ladder has been implemented for teachers, and a teachers' professional development fund has been established.
7. Paul T. Hill et al. *Educational Progress.*

8. Current members of the CYC Steering Committee are Richard Aft, President, Community Chest; Scott Aiken, Vice President, Public Relations, Cincinnati Bell; Linda Basler, Cincinnati Business Committee Partners in Education; J. Kenneth Blackwell, City Council; Leon Boothe, President, Northern Kentucky University; Robert Braddock, Cincinnati Board of Education; Herbert Brown, Second Vice President, Community Affairs, Western-Southern Life Insurance Company; William Burleigh, Senior Vice President, Scripps-Howard; Ola Casada, President, Cincinnati Council of Parent-Teacher Associations; Luther Church, Executive Director, Citizens' Committee on Youth; Faye Clarke, Regional Vice President, ARA Services, Inc.; Thomas Collins, Manager, Special Projects, Procter & Gamble (P&G); Sister Kathryn Ann Connelly, Superintendent of Parochial Schools, Archdiocese of Cincinnati; Dewey Fuller, Executive Director, Greater Cincinnati Urban League; Reginald Green, Deputy Superintendent of Schools; Virginia Griffin, President, Cincinnati Board of Education; Sister Jean Patrice Harrington, Executive Director, Cincinnati Youth Collaborative; Charles Hinckley; Rev. Duane Holm, Executive Director, Metropolitan Area Religious Coalition; Gordon Hullar, Director, Engineering Division, P&G; R. Jerome Jenkins, Executive Director, Seven Hills Neighborhood Houses; Scott Johnson, City Manager; Jane Juracek, Manager, Public Relations, General Electric; Jan Leslie, CASE; T. M. Mauser, Vice President, Human Relations, Cincinnati Milacron; John Miller, CEO and Chairman of the Board, Lazarus; Thomas Mooney, President, Cincinnati Federation of Teachers; Richard Nicolosi, Vice President, Paper Products Division, P&G; Lorena O'Donnell, Vice President, Cincinnati Board of Education; John Pepper, President, P&G; Joseph Pichler, President, The Kroger Company; Lee Etta Powell, Superintendent of Schools; Edwin Rigaud, Business Unit Manager, P&G; Maureen Sullivan, Executive Director, Urban Appalachian Council; Don Thomas, Director, Hamilton County Department of Human Services; Lonnie Wagstaff, Dean, College of Education, University of Cincinnati; Robert Wehling, Vice President, Marketing, P&G; Chad Wick, Executive Vice President, Central Trust Company; John Williams, President, Chamber of Commerce; Sheila Wilson, President, Private Industry Council; Sam Moore, Associate Director, Cincinnati Youth Collaborative; Gail Prather, Manager, Organization Effectiveness, P&G.
9. "Last dollar" scholarship funds make up the difference between college costs, the sum of financial aid offices awards, and the amount families can afford.
10. The constructivist approach to education emphasizes learning to solve problems—socially and cognitively.
11. The Jobs Network includes five groups: Jobs For Cincinnati Graduates, the Chamber of Commerce's Youth Employment Service, the school system's Vocational Education Department, the Citizens' Committee on Youth, and the Urban League.
12. Paul T. Hill et al. *Educational Progress*.
13. Peter H. Clark Academy is an alternative high school for potential or actual dropouts supported in part by a grant from the U.S. Department of Labor and funds from the Private Industry Council. Coursework is organized around eight themes chosen for their applicability to students' everyday lives, classes are small, and individual attention to the students is stressed.

DETROIT

Detroit Profile

Population (1980):
- Total 1.2 million
- Racial makeup: 80% minorities
  - –95% black
  - –2.5% Hispanic
  - –2.5% Middle Eastern and other minorities

Major employers:
- Ford, General Motors, Chrysler
- Federal government
- Detroit Public Schools

Unemployment:
- Overall (1988): 6.8%
- Teenagers (ages 16-19, 1987)
  - –Overall: 19.7%
  - –Black: 52%
  - –White: 12.1%

Employment trends:
- Manufacturing: stabilized
- Retail: expanding
- 1987: 2.1% overall increase in jobs
- 1988: similar increase

Schools:
- Enrollment (1988): 175,469
- Racial makeup: 92% black
- Schools: 270, including 24 high schools
- Four-year dropout rates (1986-87): 39.7%

Introduction

In 1986, the Detroit Public Schools developed a five-year strategic plan known as Vantage 21. The updated 1988-89 version sets two measurable objectives—as well as indicators, strategies, and tasks—for each of five broad goal areas: student learning; community outreach; and fiscal, human resources, and organizational effectiveness.[1]

In addition to Vantage 21, a reorganization plan was implemented in 1987-88. Forty schools will receive funds that they are empowered to spend at their own discretion in the 1989-90 school year. In addition, more alternative schools have been approved, and the Detroit Dropout Collaborative produced a comprehensive dropout prevention plan with support from the Ford Foundation.

While the school system was implementing its own improvements, recommendations on education were also made by the Detroit Strategic Planning Project, initiated by the Detroit Renaissance Foundation in January 1987 with the mayor's support. A report issued by the Detroit Renaissance Foundation in November of 1987 included task force reports in five areas including education (see box on following page); a partnership of the Boston Compact type was recommended.

More recently, another educational improvement effort has been initiated from outside the school system. In November of 1988, a slate of four education reform candidates was elected to the School Board. This slate received strong support from business, the Detroit Federation of Teachers, and New Detroit, Inc. (a nonprofit organization established in 1967 to help improve urban conditions, particularly for minorities, through supporting community organizational and governmental efforts.)

Prior to 1977, there were few one-to-one school/business partnerships in Detroit–Michigan Bell and the Bendix Corporation were two of them. But in 1977, at a presentation to the Detroit Economic Growth Council, Detroit Public School Superintendent Arthur Jefferson challenged the business community to become more involved. As a result, a partnership initiative was started, known as Partners for Education. The resulting partnerships generally promote career and vocational education. With the adoption of Vantage 21, Partners for Education was expanded to include more community partnerships such as the Urban League and black professional organizations. There are currently 160 partnerships. The following are two examples of these partnerships:

Project Technical and Business (TAB) Programs, operated in association with the Lawrence Institute of Technology, includes math and science projects, self-esteem workshops, job-seeking skills, and efforts to encourage females and minorities to go into science-related careers. A coordinator places students in work-experience positions with businesses, and a leadership institute in the summer includes both training and work experience.

Efficacy Detroit was developed by a Boston psychologist. Community volunteers and teachers are trained to be counselors and mentors. However, in contrast to many programs, they work with classes or groups of students rather than one-to-one. The program started with ninth-graders and now includes most elementary and middle schools.

Education Recommendations of the Detroit Strategic Planning Project

- Increase the participation of three- and four-year-olds in high-quality early childhood education in Detroit;
- Provide certainty of opportunity of jobs or scholarships for Detroit students through a work/scholarship/mentor program in order to demonstrate a shared commitment to quality education on the part of the educational system, the business community, and the community at large;
- Delegate responsibility for effective schools to principals, teachers, and parents;
- Maximize dollars available for instruction by increasing dollars per student available to the school district and addressing the way funds are used in the schools;
- Increase the effectiveness of adult education programs by enhancing programs directed toward employment and increasing recruitment (programs could accommodate 20,000 more students).

In 1985, the Detroit Public Education Fund was established by New Detroit, Inc. to promote business/education partnerships. The Fund provides small grants to teachers for innovative classroom projects and supports activities designed to increase parent involvement and interaction with teachers, students, and administrators. The Fund also has a communications program to inform the public of its results.

New Detroit, Inc. operates a number of programs serving at-risk youth:

Comprehensive Youth Training and Community Involvement Program (CYTCIP)—started in 1975 to enhance the jobs skills and employment marketability of Detroit's young adults. Each year 3,000 young people receive testing, evaluation, counseling, training in preemployment skills and job-search techniques, and placement assistance.

Summer Youth Assistance Program—helps community-based organizations improve their summer youth projects.

Youth Caucus—provides a forum for young people to express their views and develop leadership skills. Youth Caucus members serve on the New Detroit Board of Trustees and operating committees, cohost a weekly New Detroit radio show, have coordinated a program at a statewide civil rights conference, and have volunteered to assist the homeless. Annual events include a trip to Washington, DC, an Outward Bound trip to Maine, and a trip to Wall Street to study finance and business.

Other programs serving at-risk youth which have some funding from New Detroit, Inc. include the following:

Operation Getdown—provides community services such as a birth program for teenage parents, a day-care center, high school equivalency programs, food distribution and a food cooperative, and a program for the homeless.

Metropolitan Detroit Youth Foundation—is a tutoring and peer-counseling program for at-risk youth called 12 Together. Groups of 12 students meet weekly and go on camping retreats. A business person is the facilitator, and the group members are kept together throughout their school careers. There is at least one group in every Detroit junior and senior high school.

Franklin Wright Settlement House—conducts a program called Project Restore which serves dropouts ages 16-26. Students who are achieving at sixth-grade level or better receive preparation for the high school equivalency exam. Others may be eligible for individual tutoring.

The Detroit Compact

In July 1987, Daniel Morley (Chairman, The Morley Group, Boston), who was active in the Boston Compact, spoke to a group organized by New Detroit.[2] Shortly afterward, Michigan Governor James Blanchard announced his support for a Detroit Compact. The November 1987 report of the Detroit Strategic Planning Project also supported the formation of a Detroit Compact.

In November 1987, a Compact organizing meeting of business, education, state and city government, and community representatives was held. Three task forces were set up; they met in early 1988, as did a leadership group. The leadership meeting in January was attended by chief executive officers of several major Detroit corporations[3] and representatives from New Detroit and the Greater Detroit Chamber of Commerce. The Compact had the support of the superintendent and the mayor. This coalition of support resulted in Detroit's selection as a Compact site by the National Alliance of Business.

Three representatives from Detroit attended the Compact Institute in May 1988.[4] During the following summer, while planning continued, the Detroit Compact sponsored a summer immersion program through the Detroit Public Schools and Wayne State University. Aimed at eleventh- and twelfth-graders, the program included intensive remedial courses, job-readiness training, and job placement.

Some problems in placing participants in jobs, which resulted from some students not meeting eligibility requirements of the Job Training Partnership Act, were resolved with the assistance of the Coalition of 100 Black Women, a community-based organization that provides job development and placement, and with funding assistance from the Michigan Department of Commerce.

New Detroit, the first intermediary organization for the Detroit Compact, facilitated the creation of a conceptual framework. Then the Chamber of Commerce became involved with implementation. At this point, a Stakeholders Council[5] was formed, consisting of senior representatives from business, city, and state government, the Board of Education, the Detroit Federation of Teachers, the Principals' Association, and parents (via the city-wide school/community organization).

The Stakeholders Council, rather than any single business leader or group of leaders, has emerged to guide the development of the Detroit Compact. The council members will eventually sign a Compact document on behalf of their constituencies.

An executive director and several other staff members were hired. To cover start-up and planning activities, $300,000 was secured from the Detroit Renaissance Foundation and $300,000 from the state.

The constituencies which make up the Stakeholders Council appointed five negotiating committees[6]: the Main Table and four subcommittees, all of which have representatives from each sector. The subcommittees have been meeting frequently since early December of 1988 to develop a draft Compact agreement. The four subcommittees and their responsibilities are:

School Prototype Subcommittee—developing a contract for schools that join the Compact and measures for determining progress in meeting Compact goals;

Definitions Subcommittee—developing criteria to determine job and college readiness;

Selection Procedure Subcommittee—developing application and rating procedures for schools that wish to join the Compact; and

> ***"The objective is to provide kids in the school system with a sense of hope that there's going to be a job, there's going to be a scholarship, that it's not worthless for them to be working in school."***
>
> *James Vollman*
> *Executive Director*
> *Detroit Compact*

"Each stakeholder that has come to the table with differing perspectives regarding the problem of the school system, and the role each sector should play, came to realize that we all want and need the same thing—a school system that produces graduates who can compete on equal footing in jobs or college."

Alfred Glancy
Chairman and CEO
Michigan Consolidated Gas Company

Student-Parent Contract Subcommittee— developing student and parent pledges (or individual compacts) and a package of incentives, such as summer jobs, and assistance, such as tutors and mentors, to help students become job or college ready.

Each school's Compact implementation plans will include specific goals for increasing attendance, reducing code of conduct violations, and improving reading and math test scores. It has been proposed that schools wishing to join the Compact modify their existing school effectiveness plans, which are currently under development, to serve as Compact implementation plans and obtain the support of the principal, faculty, parents, and students. The schools are being highly encouraged to solicit community support and resources.

The Compact will provide a package of resources (such as mentors, tutors, a $25- per-pupil discretionary fund, a full-time compact worker, and technical assistance) to each Compact school, pledged by business, government, the community, organized labor, and higher education. The school's implementation plans will determine how those resources will be used to achieve its goals.

Students who sign individual compacts will receive a "certainty of opportunity" for either a job or post-secondary education[7] if they meet the job or college readiness criteria set by the Compact. Those criteria will include grade-point average, test scores, attendance, discipline, and team activities.

At this writing, specific plans are still under discussion. The Detroit Compact was approved by the Stakeholders Council and the Board of Education in May 1989 and will be implemented in two high schools and four middle schools in September 1989.

Summary

The Detroit Compact has been progressing steadily toward developing a Compact agreement in the context of school effectiveness plans that are being developed by all schools for the 1989-90 and 1990-91 school years. Rather than a single leader or small group of leaders, a Stakeholders Council has emerged to guide the Compact. Through the participation of many representatives of all partners on five Committees and the Council, the Compact partners have managed to ensure that all points of view are considered.

The planning process culminated in the signing of a Compact agreement in May 1989, and the Compact will be implemented in several schools in September. These schools will have modified their own effectiveness plans to serve as Compact implementation plans, with objectives for improving attendance, test scores, and grades, and reducing truancy and dropout rates. In return for pledging to improve attendance and grades, students at these schools will receive jobs and short-term incentives provided by business and the community.

Notes

1. *Student learning:* by 1990-91; 1) student achievement on standardized reading and math achievement tests will equal that of the state; and 2) the four-year dropout rate for high school students will decrease 11 percent from the 1985-86 base of 41.3 percent. *Community outreach:* by 1990-91; 1) the percent of the Detroit community that grades the schools A or B in performance surveys will equal that for the nation; and 2) the equivalent full-time enrollment in adult education will have increased at least 4 percent each year. *Fiscal effectiveness:* 1) annual revenues will increase to at least match the previous year's total expenditures, including the deficit, plus the increased costs; and 2) by 1990-91, the percent of instructional expenditures in the general fund budget

will equal or exceed that of the state. *Human resources effectiveness:* by 1990-91; 1) at least 75 percent of parents will give teacher and school administrator performance an A or B grade; and 2) employee attendance will be at least 97 percent. *Organizational effectiveness*: by 1990-91; 1) the organizational structure will have fewer than five levels of management and a consistent personnel classification system; and 2) the range of pupil enrollment for elementary, middle, and high schools will be decreased 50 percent.

2. Daniel Morley was formerly Vice President of State Street Bank of Boston and President of the Boston Private Industry Council (PIC).

3. Business leaders at the January 1988 leadership meeting were Joseph Antonini, Chairman and President, K-Mart Corporation; George Bushnell, Jr., Chairman, Bushnell, Gage, Patton and Reizen; Robert Dewar, past Chairman, K-Mart Corporation; Amy McCombs, President and General Manager, WDIV-TV (Channel 4); and William Vititoe, Chairman, Michigan Bell Telephone Company.

4. The Compact Institute was attended by David Smydra, Vice President, New Detroit, Inc.; Sharon Johnson-Lewis, Director, Research and Evaluation Department, Detroit Public Schools; and Richard Thomas, Director of Personnel, Detroit Edison and the Private Industry Council.

5. Membership of the Stakeholders Council is as follows:

Delegates: Donald Peterson, Chairman and Chief Executive Officer, Ford Motor Company; Donald Mandich, Chairman and Chief Executive Officer, Comerica; John Lobbia, President and Chief Operating Officer, Detroit Edison Company; Joseph Antonini, President and Chairman of the Board and Chief Executive Officer, K-Mart Corporation; Herman Coleman, Vice President, Administration, AAA Michigan; Charles Muer, President, C. A. Muer Corporation; Alfred Glancy, Chairman and Chief Executive Officer, MichCon; Dave Bing, Chief Executive Officer, Bing Steel; Joseph L. Hudson, Jr., President, Detroit Medical Center; Robin Stembergh, Vice President and Area Manager, IBM; **Alternates**: David Scott, Vice President of External Affairs, Ford Motor Company; James Garavaglia, Vice President of Government Relations, Comerica; Robert Morris, District Manager, Michigan Bell Telephone Company; Robert Stevenson, Vice President of Public Affairs, K-Mart Corporation; Donn Shelton, Education Project Director, Metropolitan Affairs Corporation; Carol Myers, Vice President, Personnel, MichCon; Harold Curry, Vice President and General Manager, Bing Steel; Donald Potter, President, Southeast Michigan Hospital Council; Jack Veeser, Manager of External Programs, IBM; **Labor**: Ernie Lofton, Director, W Region 1A; Thomas Turner, Secretary-Treasurer, Michigan State AFL-CIO; **Higher Education**: Dr. John E. Shay, President, Marygrove College; Dr. Susan Hannah, Vice President for Administration, Western Michigan University; Mark Jackson (Alternate), Office of Admissions, Western Michigan University; Dr. David Adamany, President, Wayne State University; Dr. Donna Evans (Alternate), Dean, College of Education, Wayne State University; Dr. Don Temple, President, Wayne City Community College; Dr. Charles Moody, Vice Provost of Academic Affairs, University of Michigan; **City Government**: Coleman A. Young, Mayor; James Weathers (Alternate), Assistant to the Mayor; **State Government**: Governor James Blanchard; Doug Ross, Director, Michigan Department of Commerce; Don Bemis, Superintendent, Michigan Department of Education; Ken Harris (Alternate), Director, Detroit Office, Michigan Department of Education; Patrick Babcock, Director, Michigan Department of Social Services; Elizabeth Howe, Director, Department of Labor; Gary Corbin (Alternate), Chief Deputy Director, Department of Labor; **Communities**: Paul Hubbard, President, New Detroit, Inc.; Lois Work (Alternate), Assistant Vice President, New Detroit, Inc.; Geneva Williams, Senior Vice President of Community Planning and Problem Solving, United Community Services of Metropolitan Detroit; Reverend Dr. Harold Schlachtenhaufen, Senior Pastor, Mt. Zion Lutheran Church; Joanne Chadwick, Assistant to the Board, Mt. Zion Lutheran Church; Horace Sheffield, Jr., Executive Director, DA-BO; Horace Sheffield, III (Alternate), Rehabilitation Specialist; Reverend Eddie Edwards, Executive Director, Joy of Jesus, I Help Youth; Father Frederick L. Houghton (Alternate), Church of St. Phillip and St. Steven; Hassan Jaber, Assistant Director, Arab Community Center for Economics and Social Services Access; Armando Rivas, Jr., Executive Director, Latin America for Social and Economic Development, Inc.; Gerald Smith, Executive Director, Franklin Smith Settlement; Dr. Theda Bishop, Director of Wayne County Adult Probation, Department of Corrections; Reverend James A. Lewis, Council of Baptist Pastors of Detroit and Vicinity; **Central Administration**: Dr. Arthur Jefferson, General Superintendent, Detroit Public Schools; Sharon Johnson-Lewis, Director, Evaluation and Testing, School Center Annex; **School Board**: Lawrence Patrick, President, Board of Education; Edna Bell (Alternate), Vice President, Board of Education; **Parents**: Chuck Gordon, President, City-Wide School Community Organizations; **School Principals**: Dr. Walt Jenkins, President, High School Principals Association; Joe Greene, President, Organizations of School Administrators and Superintendents; **Teachers**: John Elliott, President, Detroit Federation of Teachers.

6. A negotiating committee is responsible for negotiating among the various parties on the wording of a Compact agreement.

7. Certainty of opportunity: for students accepted at a four-year institution and meeting the college-readiness standard, this means a one-time scholarship of $1,000 for all students and then, according to financial need, adequate support for four years. For students attending a two-year community college, it means tuition and fees for two years, a job, and the opportunity to transfer to a four-year institution and receive financial aid based on need for two more years. For students not attending college, it means a job guarantee.

INDIANAPOLIS

Indianapolis Profile

City of Indianapolis Population (1987):
- Total: 790,000
- Racial makeup:
  - —86% white
  - —13% black
  - — 1% Hispanic

Major employers:
- Local, state, and federal government
- Eli Lilly Company
- Allison Gas Turbine Division, General Motors

Unemployment (1988):
- Overall: 4.6%
- Teenagers (ages 16-19)
  - —Black: 27%
  - —White: 14%

Employment trends:
- 1987: 23,000 jobs gained
- 1988: 28,700 (forecast)
- Service industries: gaining
- Manufacturing: stable

School enrollment:
- 50,000 in 86 public schools
  - —52% white
  - —48% black
- Dropout rate
  - —1985-86: 24%
  - —1986-87: 19%

Introduction

Indianapolis and Marion County operate in a unified government under a mayor and a city/county council of 29 members. The Indianapolis Public School (IPS) system is one of 13 public school corporations in Marion County; the school system's boundaries roughly correspond to the preunified government city limits. The Indianapolis Public School Board of seven members is totally independent of the city/county council and raises its own taxes. Traditionally there has been little interaction between the school board and the city/county council. As a result of a desegregation court order in 1981, 6,500 students are bused to six other townships in the county.

Over the years, more than 20 groups have worked on various types of business/education partnerships in Indianapolis. These include the following:

Partners in Education, the primary avenue of business involvement in Indianapolis educational improvement, has been operated by the Indianapolis Chamber of Commerce since 1982. Sixty-six businesses have adopted 57 schools; all high schools and junior high schools and more than half of the elementary schools have been adopted. (Some schools have been adopted by more than one business.) A number of other businesses are supporting special multi-school projects. Services range from assisting with curriculum development and sponsoring an assembly or guest speakers to paying for awards for students. One partnership recently started a scholarship fund.

Partners 2000, the Private Industry Council's summer jobs program, has been operated by the Private Industry Council since 1985. Private and public sector placements are provided (the majority are public). Many private sector employers do not seek reimbursement.

JobNet is a United Way-style campaign effort of Partners 2000 for recruiting businesses to provide jobs for young people. The cochairs of JobNet are recruited by the Chamber of Commerce, the Private Industry Council, and the Greater Indianapolis Progress Committee.

Career Beginnings does mentoring, off-site counseling, and job development for selected students. During 1988-89, the organization is working with 100 seniors and 100 juniors.

Center for Leadership Development works with minority students with good grades. Its goal is to raise the students' sights and ambitions through self-esteem workshops. Resume-writing assistance and job-search activities are also provided.

Educational improvement is also being furthered by a number of Indianapolis Public School initiatives such as magnet schools, Invest in Excellence, guidance renewal, and the Key School project.[1]

Compact Progress

Mayor William Hudnut, III, generated initial interest in the Compact project and hosted a leadership meeting in November 1986. Indianapolis was selected because of the mayor's visionary leadership and strong support from the Private Industry Council. The superintendent of schools was also supportive of the Compact concept. From the outset, organizing business leadership was rated as a major issue, perhaps because many business leaders did not immediately understand the link between quality education and business success.

Thomas Otto of the city's Division of Occupational Services (on behalf of the mayor) and the Private Industry Council planned the early phases of Compact development. Although various Private Industry Council business members were involved, as were a few business people and representatives of the Chamber of Commerce, no business leader quickly emerged to chair the effort.

At an early meeting in March 1987, Superintendent James Adams and others stressed the need for jobs as incentives to keep students in school, and the Private Industry Council president emphasized the need for reaching agreement on what school improvements would be made in return for the jobs.

After a change of Private Industry Council presidents in Indianapolis, the new president, Douglas Roof, hired a staff director, Karen Willis, for the Compact activities. The Private Industry Council continued to encourage a broad-based collaborative while working with Indianapolis Public School officials to install a pilot project focused on jobs for high school graduates.

Commitment to INVEST Indianapolis

Students and parents must sign an agreement committing students to:

- Work toward or exceed 90 percent attendance by attending every class every day (emergencies and class absences for school activities excepted);
- Secure signatures on three letters of recommendation;
- Complete pretests and post tests;
- Complete satisfactorily an employment application and a mock interview; and
- Meet employer requirements for the desired job.

Six representatives from Indianapolis, attending the Compact Institute in June 1987,[2] drafted plans for a pilot project—INVEST Indianapolis—to begin at George Washington High School in September 1987. George Washington High School was selected as the pilot site because it was representative of the racial makeup of the school system, had a low ranking in average daily attendance, and had a strong Partners in Education program and also because the school administration believed the staff would be receptive to involvement from the community.

The eleventh- and twelfth-grade components of INVEST Indianapolis were implemented as planned in September of 1987. This portion of the pilot project does not target at-risk students, and there are no specific eligibility criteria—although students and parents must sign a written commitment (see above box). Any eleventh- or twelfth-grader at George Washington High School may participate. After the first year, it appeared that, on average, participants were higher achievers and had better attendance rates than those who did not choose to participate. In the 1988-89 school year, it appears that there are more at-risk students among the eleventh- and twelfth-grade participants. The project leaders plan to target at-risk students for the ninth- and tenth-grade components.

"It is time we plan for the future of our community so we are able to provide a skilled workforce to meet the demands of our future. Students must make the connection between education now and jobs tomorrow."

Mayor William Hudnut
Indianapolis

"Education is a lifelong proposition. Schools must help students to develop critical thinking and problem solving skills necessary for success in an ever changing world."

James A. Adams
Superintendent
Indianapolis Public Schools

The program includes meeting with career specialists, pretests, efforts to improve attendance, job-interviewing skills, job-development activities, and job-placement assistance. Priority in job placement is given to students who exceed the standards. By November 1987, 231 students had signed up for the INVEST pilot.

Securing a corporate leader to chair the Compact effort is a concern of individuals involved with INVEST. An executive decision-making group,[3] representing the key constituencies, was established as the working subgroup of the larger leadership group. Initially, the Private Industry Council had been the implementing force in the Indianapolis Compact, with input from midlevel professionals from the city and schools. After visiting Cincinnati in early 1988, the Indianapolis leadership adopted the Cincinnati Youth Collaborative tri-chair model consisting of the mayor, the superintendent, and business leaders.

Andre Lacy, former president of the school board, has used his position in the business community and his knowledge of the school system to help secure the support of the business community. He has convened a group of business leaders who meet to discuss broader strategies for systemic change which will positively affect youth from preschool through college.

Funding for the pilot project has been secured from several sources: $20,000 from the city, $25,000 from the Corporate Community Council, $25,000 from the Private Industry Council, and $65,000 from the state. These funds support the initial planning effort and two career specialists in addition to the one staff person funded by Indianapolis Public Schools. (The schools also provide facilities and materials.)

Results of the first-year evaluation (conducted by the Community Service Council and a consultant) showed that INVEST had had no overall impact on students' grades or attendance. Although most INVEST students got jobs, many obtained them on their own, which was the intended outcome of the pilot. Actual job development was limited to those graduates requiring assistance. Jobs that were obtained through INVEST generally resulted from job development by the PIC or the Indianapolis Public Schools, rather than from corporate commitments of jobs to the project.

The evaluation recommended further development of the pilot components before expanding the effort. Much of the discussion and recommendations of the evaluation centered on the opportunities for broader collaboration. It encouraged Mr. Lacy to continue recruiting the city's top corporate leadership.

The concept of broadening the scope of the Compact was supported not only by the first-year evaluation but also by potential funding sources. When approached about funding the pilot, the Lilly Endowment expressed a desire to fund something broader. A similar response was received from the Corporate Community Council, although this group did provide some funding for the pilot and recently offered additional funds.

The Private Industry Council and the Indianapolis Public Schools staff continue to refine the INVEST pilot and are exploring the possibility of including a component for ninth- and tenth-grade at-risk students. The Public/Private Ventures STEP model[4] will be used for this component. A set of competencies is also being developed—goals that school staff and career/life-planning-service providers can work toward when providing services to in-school youth.

Summary

Indianapolis started out its Compact effort by focusing on a pilot project in one high school in which job referrals are dependent on improved attendance. Although the pilot is limited in scope, the collaboration that resulted paved the way for later efforts toward building a broad-based collaborative effort in Indianapolis.

While the Private Industry Council and Indianapolis Public Schools staff worked to implement the pilot project, the larger business community began strategizing for a broader scope. Under the guidance of business leaders, and with the encouragement of the Lilly Endowment, a group of business executives began meeting independently in 1988 to discuss educational improvement efforts. It is anticipated that their plans will be made public sometime in 1989.

Notes

1. Magnet schools were established at the junior high and high school levels in 1984. The magnet schools include visual and performing arts, math, science, and several foreign languages. Magnet schools were established partly to improve the racial balances of schools, but option schools were set up at the elementary level to give parents a choice of teaching methods. Option schools include back-to-basics, Montessori method, and continuous progress method (no grade groupings). Indianapolis Public Schools have participated in the Institute for Educational Leadership's Invest in Excellence since 1984. More than 500 teachers and administrators have participated in this professional development program, which emphasizes motivation and attitude as well as instructional techniques. In the guidance-renewal project that was started in the 1988-89 school year, an advocate is provided for each secondary student. Faculty advisers (teachers and administrators) are assigned about ten students, with whom they meet at the beginning of the school day. Students have the same adviser until they graduate from the school. Also planned as part of this project is a career/life-planning curriculum for elementary and secondary students. A unique project is the Key School, which opened during the 1988-89 school year. This elementary school was completely designed and created in three years by teachers and is based on the multiple-intelligences theory of Howard Gardner; the intelligences are linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, and personal. (The Gardner work was sponsored by a Harvard University project called Project on Human Potential. It is described in Gardner's book, *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, Inc., New York, 1983.)
2. The 1987 Compact Institute was attended by Karen Willis, PIC staff director for the Compact; Johnny Norfleet, Indianapolis Education Association; James Adams, Superintendent of Schools; Joseph McGeehan, Assistant Superintendent of Schools; Calvin Tyler, President, Tylane Products; and Douglas Roof, President, Private Industry Council.
3. The mayor, the superintendent, the Private Industry Council, the Chamber of Commerce, and businesses were represented on this executive group.
4. The Summer Training and Education Program (STEP) is a demonstration program that generally provides 1) group and individual instruction in basic reading and math skills; and 2) work experience for youth who have tested one to four years below grade level in reading and math. The program includes counseling (in part to prevent teenage pregnancies) and offers support services throughout the year.

LOUISVILLE

Louisville Profile

Population (Louisville and Jefferson County):
- Total: 670,000 (1988)
- Racial makeup (1980):
  - —86% white
  - —13% black
  - — 1% other minorities

Employment trends:
- New, nonagricultural jobs
  - —1988: 15,000
  - —1989 (forecast): 21,900
- Restaurant, transportation services, and retail: gaining

Unemployment (1988):
- Overall, metropolitan area: 5.5%
- Teenagers (ages 16-19): 24.1%
- Nonwhite teenagers: 50%

School enrollment (Louisville and Jefferson County, 1987-88):
- 93,000 in 156 public schools, including 23 high schools

Introduction

Business concern for and involvement with educational improvement in Louisville dates back to a July 1975 desegregation order, which came within weeks of the former city school system voting to merge with the Jefferson County system. The business community helped publicize what needed to be done to smooth the consolidation of these school systems. Currently, most of the school board members in Louisville are affiliated with business.

Several programs laid the foundation for what became the Louisville Partnership. Following are those that relate to employment and education:

Project One—provides job development and placement for summer jobs.

Student Career Introduction Program—introduces minorities and women to nontraditional careers, such as architecture, engineering, medicine, and accounting, through a training and work-experience program.

Knowledge Jobs Program—provides training for high-achieving high school seniors or college students from low-income families. Training in computerized sales support systems or other software applications is followed by work experience, primarily in the financial services industry.

Lincoln Foundation—provides a job developer who works in two schools.

Clark Foundation/PIC partnership—provides a job developer who works in three high schools.

Computer laboratories—provide computers that are used for all regular writing and math instruction. There is a computer for every 11 students. Sixty percent of the cost of these laboratories was raised by the business community. In addition, six high schools have computers for remedial instruction.

Minority Teacher Recruitment Program—University of Louisville identifies and works with high school students interested in becoming teachers.

The Louisville Education and Employment Partnership

Jefferson County Public Schools has implemented educational improvement initiatives in the areas of staff development, middle school assessment, administrative structure, and early childhood education. Some of these are:

Participatory/site-based management[1]
Professional development schools[2]
Gheens Professional Development Academy[3]
Participation in Ted Sizer's Coalition of Essential Schools[4]
Staff development program[5]
Middle Grades Assessment Program (MGAP)[6]

Several educational improvement efforts are starting in 1989:

Early Childhood Education and Child Care Coordinating Council[7]
Flexible scheduling[8]
Expansion of the liaison principal structure[9]

Louisville was selected as a Compact site because of the interest and commitment of the mayor, the superintendent, and the chair of the Chamber of Commerce (who was also president of the University of Louisville). In addition, the mayor and the county judge/executive were committed to expanding and strengthening the Private Industry Council, which was designated as the intermediary responsible for organizing job placements. Mayor Jerry Abramson was encouraged by both business and education to take the lead in the initial phases of partnership development. Early planning and organizational ef-

forts were led by the mayor's chief of external operations.

Mayor Abramson chaired a leadership meeting in January 1987. Attendees included Donald Ingwerson, superintendent of schools; Harvey Sloane, county judge/executive; and representatives of several major companies, the PIC, the Urban League, the Chamber of Commerce, and the Parent-Teachers Association.

Shortly after this meeting, a leadership council and an action team were formed. The action team, responsible for program development, consisted of staff representatives of each of the five partners—schools, city, county, PIC, and Chamber of Commerce.

In May, the leadership council selected as their chair Malcolm Chancey, Executive Vice President of Liberty National Bank and Trust Company and chair of the Jefferson County Public Schools Foundation. Mr. Chancey was responsible for generating business involvement and job commitments.

The Compact Institute in June 1987 was attended by six members of the action team and Malcolm Chancey.[10] The action team developed a mission statement, which was approved by the leadership council during the summer. The statement read, "By providing a cooperative atmosphere and operating liaison group for the public schools, the local business community, and the local government, the partnership will encourage students to stay in school, raise academic achievement levels, and provide employment at graduation and/or through post-secondary education."

The start of the jobs program was set for January 1988. Freshmen and seniors at 20 of the 23 high schools would be enrolled in career-counseling classes taught by new hires in a position called Career Planner. The students would be offered the opportunity to interview and participate in summer employment. Seniors attending college or postsecondary training would be offered part-time and/or summer jobs while in school.

At-Risk Youth*

- Student is working two or more grade levels below rest of the age group;
- Student has failed two or more subjects in two of the past four school years of attendance;
- Student has been consistently absent or tardy, has been absent 25 or more days in the past two school years, and has below a C average;
- Student has been suspended two or more times in the last school year attended and has below a C average; or
- Student's family receives funds from Aid to Families with Dependent Children (AFDC).

*At-risk students in the target population were defined as having one or more of these characteristics.

The action team and leadership council defined the target population of at-risk youth (see above box). They decided to also include students not at risk, because they did not want the program to be characterized as being for students in trouble. In addition, they wanted to avoid the possibility that students might make negative changes in their behavior to qualify for the jobs. As it turned out, 65 to 70 percent of the students who have been served meet one or more of the at-risk criteria.

In fall 1987, the Louisville Personnel Association (LPA) convened a group of employers to develop a four-year curriculum to be taught by the career planners, which was approved by the school board. In the summer of 1988, the partnership redesigned this curriculum according to the 11 core competencies required by the Job Training Partnership Act (JTPA) Youth Programs. (Once again, the LPA had input, as did the PIC and the state labor department.)

In December, Marty Bell, former Manager of Employee Relations at Humana Inc., was hired as Executive Director of The Partnership. The school

"The need for a Louisville Education and Employment Partnership is clear. Only with a firm commitment from the business sector can we hope to raise the education level of our citizens. And in doing so, we will significantly boost this important resource for economic progress."

Jerry E. Abramson
Mayor of Louisville

Commitments of Schools and Business to the Louisville Education and Employment Partnership

Schools:

- Enhance the employability of high school graduates;
- Reduce the number of student dropouts;
- Increase student attendance;
- Raise reading, writing, and math skill levels; and
- Increase the percentage of students going on to postsecondary education.

Business:

- Provide part-time and summer jobs to participants in the partnership;
- Provide full-time jobs with career opportunities to graduating students; and
- Employ no individuals without high school credentials without a commitment from the potential employee to obtain the credentials.

"The Partnership is designed to upgrade the quality of our future work force, keep students in schools and provide a pool of employees to the business community that, in the past, has been lost and forgotten."

Malcolm Chancey
Executive Vice President
Liberty National Bank
Chairman
Louisville Education/Employment Partnership

system is the fiscal agent for The Partnership and the employer of The Partnership staff.

One hundred sixty-six persons applied for the career planner positions and 19 were hired. After a four-day training session in January, the career planners started work in 20 of the 23 high schools. This figure increased to 21 in the second year.

A meeting, organized by Malcolm Chancey in February 1988, was attended by nearly 250 persons, representing 186 businesses, who signed a memorandum of understanding of the commitments made by the schools and business to the partnership (see above box). A month later, Mr. Chancey recruited a task force of 65 loaned executives to recruit other companies to provide jobs. Organized in teams, the executives contacted about 450 companies with letters and followed up with telephone calls and personal visits. After six weeks, 127 companies had committed to about 1,200 jobs. Eventually 348 companies were participating, and it is anticipated that more than 1,800 students will be served in 1988-89.

Measurable 1988-89 goals for the schools and business were passed at the May Executive Committee meeting[11] (see box on following page). Also in May, the Executive Committee approved affiliation agreements between the partnership and two other organizations involved in job development and placement activities for youth—Project One and the Knowledge Jobs Program. The purpose of the agreements was to better coordinate and standardize the job development and placement process.

In addition to Project One and the Knowledge Jobs Program becoming affiliates, the Student Career Introduction Program was incorporated into The Partnership, although it retained its identity and its own coordinator.

In general, the affiliates agreed to use the Partnership Employer Contract (a letter of intent that each participating employer must sign),[12] register students with career planners, meet Department of Labor youth competency requirements, commit students to partnership goals, and provide results of the program to The Partnership. In return, The Partnership helps identify and certify students and offers appropriate jobs to the affiliate.

Before students are accepted in the program, parents must agree to encourage their child to attend school and meet the goals set by the program. Students must meet certain academic and other requirements (see box on following page).

In October 1988, The Partnership implemented training for company supervisors who would be working with high school students at their job placements. It is anticipated that three-and-a-half hour training sessions will be held about 12 times a year.

Goals of the Louisville Education and Employment Partnership

School goals for 1988-89:

- Raise attendance by 5,400 student days for grades nine, ten, and twelve*;
- Decrease dropouts by 250 students for grades nine, ten, and twelve;
- Increase by 700 the number of students mastering the essential skills test in grades, nine, ten, and twelve; and
- Increase by 50 the number of twelfth-grade students going on to postsecondary education.

Business goals for 1988-89:

- Provide 500 full-time jobs for graduating seniors;
- Provide 800 part-time and summer jobs;
- Recruit 400 employers;
- Provide employment opportunities covering a broad geographic area of the county; and
- Recruit both small and large businesses.

**The program started with freshmen and seniors, and added tenth graders in 1988-89.*

Summary

The evolution of the Louisville Education and Employment Partnership has been relatively smooth and problem free. Thanks to the involvement of leaders from the five partners—schools, city, county, PIC, and chamber of commerce—and in particular to the dedication of a single business leader, Louisville has a jobs program with a school-to-work transition component serving almost 2,000 students and operating districtwide. The Louisville leadership places the emphasis on The Partnership being an education program supported by job opportunities.

The partnership placed over 900 students in jobs in more than 290 companies in 1988. It was recently expanded to include tenth-graders and is expected to serve more than 1,800 students in the 1988-89 school year. As of February 1989, 348 employers were participating.

Selected 1987-88 statistics are shown in the following table for Partnership students and for all students in the Jefferson County Public Schools. As shown, dropout rates for both freshmen and senior partnership students were lower than the overall rates. Considering that 65 to 70 percent of partnership students are at risk, these results, the 92-percent graduation rate for seniors, and the 33-percent enrollment in postsecondary programs are significant achievements.

Notes

1. During the 1988-89 school year, the JCPS negotiated a provision with the teachers union that allowed waiving sections of the negotiated agreement to permit participatory/site-based management. All schools have site-based management. Participatory management is being phased in beginning with 24 schools in the 1988-89 school year.
2. The 24 schools that were established as professional development schools during the 1987-88 school year will be exemplars of practice and centers for the induction of new teachers and administrators. The schools emphasize challenging tasks promoting student success, active learning, teachers as leaders, staff participation in decision-making, and an environment that provides appropriate recognition to staff.
3. Gheens Professional Development Academy, opened in 1986, serves teachers and other school district employees. Faculty of the University of Louisville provide in-service training, and graduate students collaborate on projects. University faculty also assess tenth-graders from two high schools for college readiness, with remedial education provided as necessary. The academy offers a number of programs, including minigrants to support projects proposed by teachers and administrators, a beginning teacher internship program, a leadership academy that oversees professional development activities for administrators, and in-service training.
4. Five high schools joined Ted Sizer's Coalition of Essential Schools in the 1986-87 school year. Principles of the coalition include personalized teaching and learning, helping students use their minds effectively, viewing students as workers learning to teach themselves and teachers as coaches, incentives for students and teachers, and involvement of parents as collaborators.
5. JCPS has a comprehensive staff development program in clinical supervision and the teaching/learning process for teachers, instructional assistants, principals, and support staff. From 1981 to 1986, more than 4,800 teachers and instructional assistants

received training in teaching as a decision-making process. A special development program for principals is the /I/D/E/A/ Principals' In-service Program, which emanates from a similar program developed by the Kettering Foundation. The program focuses on each individual principal's needs, encouraging principals to share problems and solutions in an environment of mutual support.

6. Another innovative program, MGAP is being used by three pilot schools to assess the nature and quality of middle school programs. Assessment teams, which include a staff member from the University of Louisville School of Education, conduct confidential interviews with everyone involved in the school family from parents, teachers, and students to food service workers. Information obtained on all aspects of the effectiveness of the schools is used in planning.
7. The Early Childhood Education and Child Care Coordinating Council will develop strategies and plans, maintain communication, coordinate resources, and evaluate the effectiveness of the district's efforts in this area.
8. Flexible scheduling will be expanded to summer school programs. This initiative, already in place at many elementary and middle schools during the regular school year, allows, for example, one subject to be taught over several periods in a single day.
9. Starting in September 1989, high school principals will join their elementary and middle school counterparts in reporting directly to the superintendent and will be given spending authority.
10. The 1987 Compact Institute was attended by Buell Snyder, Director of Jefferson County High School; Beverly Herrlinger, Program Coordinator, Jefferson County High School; Roy Vanderford, Executive Director, PIC; Jack Meisburg, PIC Planner; Jane Charmoli, Education Liaison for the city and county governments; and Gwen Nelson, Director of Personnel, Jefferson County Government.
11. The membership of the executive committee is Malcolm Chancey, Executive Vice President, Liberty National Bank and Trust Company; Robert Royer, President, Louisville Gas and Electric Company; Jerry Abramson, Mayor, City of Louisville; Donald Swain, President, University of Louisville; Nancy Combs, President and CEO, Human Resources Enterprise; George King, Sr., President, Mr. Klean's Janitor and Maintenance Service, Inc.; Harvey Sloane, Jefferson County Judge/Executive; Donald Ingwerson, Superintendent of Schools; Karen Bearden, Manager of Executive Staffing, Kentucky Fried Chicken Corporation; Dan Ash, Chairman, Louisville Chamber of Commerce; and James Whyte, Chairman, Louisville/Jefferson County PIC.
12. In the Partnership Employer Contract, participating employers agree to 1) provide students with part-time, summer, and/or full-time employment upon graduation; 2) send supervisor(s) to a three-hour training program; 3) evaluate students' performance; 4) terminate students at the partnership's request (for not fulfilling student commitments); and 5) place graduated high school students in career-path positions.

MEMPHIS

Memphis Profile

Population (1986):
- Total: 959,000
- Racial makeup:
  - —46% white
  - —46% black
  - — 8% other minorities

Major employers:
- Naval Air Station
- Federal government
- Memphis City Schools
- Federal Express
- City government

Employment trends:
- Unemployment (October 1988): 5%
- New jobs 1986: 16,110
- New jobs 1987: 18,560

School enrollment (1988):
- Total: 106,000 in 153 public schools
- Racial makeup:
  - —77% black
  - —23% white
- Grades 10-12: 20,003 in 28 high schools
- Dropout rates: 12.5%

Introduction

Memphis embarked on a series of school improvement efforts while various desegregation issues were being resolved. A court-ordered desegregation plan was implemented in 1972. Desegregation resulted in a more racially balanced staff and encouraged the development of black community interest in the schools. In 1979 Dr. Willie Herenton was appointed as superintendent of Memphis City Schools. Dr. Herenton solicited support for magnet schools[1] and an adopt-a-school program from the heads of national corporations based in Memphis. Businesses have donated millions of dollars for additional programs[2] such as improved social services in the schools, a school-to-work transition program, and college tuition guarantees. For example, through the Avron Fogelman Scholars Program, Mr. Fogelman will pay tuition for four years at Memphis State University for participating low-income students. Students sign up in the seventh grade, and must meet citizenship and scholastic criteria.

Memphis City Schools initiatives also include dropout prevention collaborative activities and reorganization efforts. Two major dropout prevention initiatives are operating in Memphis City Schools—one is supported by the U.S. Department of Education[3] and the other by the Ford Foundation.[4] In April 1989, the School Board approved a reorganization plan that will implement school-based management at eight schools starting in September 1989.[5]

A number of Memphis organizations provide job development and placement, career counseling, or mentoring for youth. Many of the groups described below were included in a 1988 survey of Memphis and Shelby County organizations serving youth, entitled "Who is Served and Who is Not." This survey is generally referred to as the "Youth Map."

Memphis Partners, Inc—This Career Beginnings program is supported by Holiday Corporation and other companies. Job-readiness training, mentoring, remediation, preparation for the American College Testing Assessment (ACT), and after-school and summer jobs are provided. Memphis Partners began in April 1986 and serves primarily high school juniors and seniors. Students are referred by the school system or by social services agencies. Memphis Partners currently operates in every high school. In 1988, 265 students were served. For 1989, 360 students have been recruited for the Career Beginnings Program.

Jobs for Tennessee Graduates—Job-readiness training, a preventive dropout program, job placement assistance, and career counseling are included. More than 1,400 at-risk high school seniors (those least likely to find employment upon graduation) were served in 1987.

Youth Service in Memphis, Inc.—Services include career counseling, employability and occupational skills training, basic education remediation, high school equivalency degree training, job development, and job placement for high school graduates or dropouts.[6]

Adopt-a-school program—The Memphis program is one of the largest in the country; more than 225 partnerships have been established. Schools are adopted primarily by businesses, but also by hospitals and religious and civic organizations. Activities vary according to the priority needs of the schools and the adopter's resources. Some schools have a dropout component.

"The Memphis Youth Initiative can help create effective partnerships to make equality of educational opportunity real for all the children in our community."

Ron Terry
Board Chairman of First Tennessee National and Loan Corporation

In addition to these efforts, a wide range of community-based programs provides remedial education, counseling, summer employment, and other services developed and implemented by Memphis City Schools. These include: Success Express, Project Dropout, the Middle College High School, and the Comprehensive Pupil Services Education Center (CPSEC).[7]

The Memphis Youth Initiative

The desire for greater private sector involvement and the need for a mechanism to coordinate the many services provided by Memphis City Schools and the community helped to initiate Compact development efforts in Memphis. A meeting was held in January 1987 to discuss the Compact concept. Superintendent Herenton attended, as did representatives from the city and county mayors, the Private Industry Council, the Memphis Chamber of Commerce, Future Memphis, several community-based organizations serving youth, and executives from several large corporations.[8] This group believed that a Memphis Compact—patterned after the Boston Compact—could help coordinate Memphis' many programs.

Initial Compact planning efforts were coordinated by Future Memphis, a leading business organization. A planning committee was formed with representatives from government, business, and community services organizations.

Activities of the planning committee included compiling school system data on at-risk youth, cataloging education resources and community services, and preparing a brochure and slide presentation on the problems of dropouts and at-risk youth. Presentations were made to the state commissioner of education and at the Goals for Memphis Community Forum, which was held in October 1987. In addition, Future Memphis invited a business representative of the Boston Compact to speak at its annual meeting.

During this time, planners developed specific goals for the school system, business, labor unions, and the city. Their plan included a demonstration project for Kingsbury and Booker T. Washington High Schools. Statistics were prepared on students in these schools, and on-site visits were made to both schools. Both principals expressed interest and support for this effort.

A leadership meeting was convened in November 1987, cochaired by Superintendent Herenton and Richard Trippeer, Jr., Chairman of the Board of Union Planters National Bank and head of Future Memphis. It was attended by about 20 business and educational leaders.

The superintendent made it clear that certain events must happen before any new projects could be contemplated:

- The superintendent and board of education must prioritize the needs of Memphis City Schools.
- All efforts to assist the schools must be coordinated.
- A business task force should evaluate the financial management, staffing, salary structure, and physical maintenance of the school system.
- A meeting should be held with all community agencies and suppliers of services to develop a plan for focusing resources and coordinating assistance.

The meeting for community agencies and suppliers of services was hosted by Holiday Corporation in January of 1988. The meeting included representatives from groups such as United Way, Urban League, and Memphis Partners. At the meeting, a group of representatives drafted a plan and objectives for various educational improvement efforts.

Speaking before the Rotary Club in April, Superintendent Herenton stated that Memphis City Schools would focus on three priority goals:

- Goal 1: Ensure that 90 percent of third-graders are performing at grade level in reading and math by 1991.
- Goal 2: Increase the percentage of ninth-graders who go on to graduate to 70 percent by 1991.
- Goal 3: Increase the availability of optional school programs by 25 percent by 1995.

At the Compact Institute in May 1988, a working group began developing a plan organized around Dr. Herenton's three goals. The plan listed specific needs for each of the goals and how the needs could be met: types of change, providers, and outcome measures. They outlined the framework of a Memphis Youth Initiative that would mobilize community support for the three goals and advise on the coordination of programs operated by community organizations in the schools. Its board would be made up of business, education, and government leaders. The plan was presented to Superintendent Herenton in June and received his support.

During the summer, the compiled data on at-risk youth and service organizations were published in a document known as a Youth Map. The Youth Map defines categories of at-risk youth in Memphis and Shelby County and provides estimates of the number in each category for various age groups. It also presents information about the number of young people served by community organizations and the types of services offered.

A consulting firm was hired to conduct a management study of the school system, focusing on administrative organization and efficiency. Funding was provided by Future Memphis and several local corporations. Future Memphis also supported research by Memphis State University on the employability of high school graduates.

Free the Children was another initiative that evolved to assist at-risk youth and their families. This initiative resulted from a report written by a commission appointed by Shelby County Mayor Bill Morris recommending targeting services to poor neighorhoods. Two hundred households were identified in the poorest census tract in Memphis. Assistance will include job training, housing, and one-stop shopping for social services.

The Memphis Youth Initiative was announced at a press conference in October 1988. A 21-member board[9] was named, chaired by Robert Brannon, Vice President for Corporate Communications, Holiday Corporation.

Business leaders emphasized that the Memphis Youth Initiative was to be a joint effort with Superintendent Herenton. At a meeting of the MYI Board, the following objectives were discussed:

- Review Memphis City Schools' in-school plan to achieve the three goals.
- Develop and implement a plan detailing out-of-school strategies to help achieve the goals.
- Gain support of the plan from organizations with the resources and responsibility to execute it.
- Establish working relationships with relevant organizations and offices and screen new out-of-school proposals.
- Advocate appropriate private resources and efforts needed to help achieve the goals.

"We all know that Memphis is enjoying a period of economic growth unprecedented in its contemporary history. The only thing on our horizon which might limit that expansion in the years immediately ahead is the availability of an employable workforce, and the only answer to that potential barrier is an increasingly productive system of public education."

Dr. William Herenton
Superintendent
Memphis Public Schools

Four committees were established, one for each of the three priority goals and one for screening new proposals from organizations wishing to work with Memphis City Schools students. The committees were responsible for establishing guiding principles and basic strategies, examining what is being done in and out of school, and deciding what to do and how to do it. During the following six months, the Memphis Youth Initiative mission statement was refined.[10]

Other accomplishments include publishing a second volume of the Youth Map which reviews Memphis City Schools programs serving at-risk youth. In addition, initial work has been done on a school-to-work transition program funded by a Department of Education dropout prevention grant. This initiative will include early identification of potential dropouts, a reentry program for adolescent parents and other dropouts, job-readiness and employability skills training, career exploration, and job opportunities. The collaborative venture will first be implemented in 6 high schools, 6 junior high schools, and 35 elementary schools.

Summary

Two years after the Compact planning process started, Memphis has a broad base of support for the Memphis Youth Initiative from 21 leaders representing business, education, and government. The Memphis Youth Initiative Board has a focused mission of helping the school district achieve two of its three priority goals and developing a screening and coordination process for agencies working with Memphis youth.

Early Compact planning efforts were temporarily postponed when the superintendent announced that the school district must set priorities before Compact planning could proceed. Plans for a more broad-based Memphis Youth Initiative were developed, and business leaders were recruited for the board. The Memphis Youth Initiative has established a committee to screen proposals for community-based organizations to run programs for youth and initial work has been completed on a school-to-work transition program funded by the Department of Education.

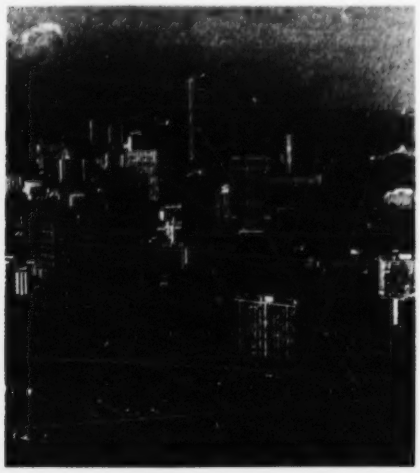
Notes

1. The first optional (magnet) schools were opened in 1976, partly to assist desegregation efforts. Currently there are 26 optional schools. Students apply in February to enroll the following year, and acceptance is first-come, first-served for students whose grades and test scores are sufficient for the particular school. A number of the schools offer college preparatory or enriched academic programs. Other programs include vocational, health studies and engineering, international studies, and creative and performing arts. At the elementary level, several schools offer special curriculums: Montessori; individual and guided education (cross-graded groups and various student groupings depending upon the subject); a demonstration program (emphasizing increased achievement in major subject areas, creative and expository writing, critical thinking, and problem solving); the fundamentals program (basic skills in a traditional, highly structured environment); and open education (classroom physically divided into several learning centers designed to make learning inviting and to which the teacher assigns students).
2. Source of the preceding two paragraphs is Paul T. Hill, Arthur E. Wise, and Leslie Shapiro. ***Educational Progress: Cities Mobilize to Improve Their Schools***. Center for the Study of the Teaching Profession, R-3711-JSM/CSTP. (The RAND Corporation: January 1989), pp. 16-17.
3. The dropout prevention effort supported by the U.S. Department of Education operates in 12 secondary schools and 37 elementary schools. Students at risk of dropping out have been identified on the Memphis City Schools computer system by criteria such as repeating grades and having very low achievement test scores. Since

January 1989, these students have been receiving interventions that include tutoring, peer counseling, mentoring, group or individual counseling, or referrals to social services agencies. Mentors and tutors are being facilitated by the adopt-a-school program. Job-readiness training, employability skills development, and part-time jobs are currently being provided to 40 students in cooperation with Memphis Partners. Starting in September 1989, 350 students will be participating in the jobs component. There is also a reentry element. Students who have dropped out in the past three years will be assisted in enrolling in a high school equivalency degree program or reentering a regular high school; they will also be eligible for tutoring and mentoring assistance.

4. The Ford collaborative refined the methodology for calculating dropout rates, analyzed the characteristics of dropouts, and initiated projects to reduce the number of students who do not graduate. Projects involving prefirst-graders (prefirst grade is a transitional grade for children lacking necessary skills for first grade), seventh-graders, and tenth-graders in selected schools are implemented as collaborative endeavors with community-based agencies and other Memphis City Schools programs.
5. The reorganization plan will also further staff development for all school personnel. A pilot choices plan will be implemented for two clusters of elementary schools. Parents in these clusters will have the choice of three elementary schools.
6. Vocational exposure is offered in a summer camp setting at the Naval Air Station; summer work experience and vocational exploration are offered. Potential leaders are brought together during the summer of their junior years to pursue leadership training and community service for three years. Schools and the juvenile court refer young people and their families to Youth Service for truancy and delinquency counseling. In partnership with the city schools, the agency operates after-school homework training for selected students in first to third grades.
7. Success Express is an initiative of both elementary and secondary guidance counselors that targets potential dropouts. Research initiated by the Ford dropout prevention collaborative confirmed that first grade is the most repeated grade. Consequently, elementary counselors focus on children who repeat first grade and prefirst-grade students. Project Dropout is a dropout retrieval program implemented by secondary guidance counselors. Dropouts are given information on options for continuing their high school education. The Middle College High School encourages potential dropouts who are entering tenth grade to achieve by providing visible peer models and prescriptive academic and support services. The school, located on the Shelby State Community College campus, served 100 at-risk students during its first year (1987-88) and plans to add one class each year for the next two years. CPSEC provides services for pregnant adolescents and students with serious behavior problems. The program provides a low teacher-student ratio, strict discipline, counseling, and close supervision for students who are in danger of permanent expulsion from school. Day-care, homebound tutorial service, health care, parenting instruction, and personal and substance abuse counseling are offered to pregnant girls in addition to academic and vocational courses.
8. The large corporations represented were Federal Express, Holiday Corporation, Buckman Labs, Union Planters National Bank, First Tennessee Bank, and Leader Federal Savings and Loan Association.
9. The other MYI Board members are: Paul Gurley, Director of Legislative and Community Affairs, City of Memphis; Mary Rose McCormick, Councilwoman, City of Memphis; Pete Sisson, Commissioner, County of Shelby; Tom Jones, Public Affairs Officer and Assistant to the Mayor, County of Shelby; Johnnie Watson, Deputy Superintendent, Memphis City Schools; James Blackburn, President, Memphis Board of Education; Lucia Gilliland, Regional Representative, Office of the Governor; Susan Bies, Board Member, Memphis Area Chamber of Commerce; Larry Papasan, Long Range Strategic Planning Chairman, United Way of Greater Memphis; Ernie Jackson, Chairman of the Board, PIC; William S. Craddock, Jr., President, Rotary Club; Kathryn Smythe, Member, Future Memphis; Milton Burchfield, President, Memphis Public School Principals Association; Bill Gibbons, Chairman, Memphis Better Schools Committee; Nancy Bogatin, Board Member, Goals for Memphis; Larry Turner, State Representative, Tennessee General Assembly; Bill Key, Director of Youth Services Bureau, Juvenile Court; Carrie Harris, President, Memphis Education Association; Elizabeth Swift, President, Parent Teacher Organization; and Jed Dreifus, Education Task Force Member, Free The Children.
10. The mission statement of the Memphis Youth Initiative is as follows: "The Memphis Youth Initiative was created by corporate donors seeking direction on how to invest most effectively in programs serving children and youth, particularly as those programs relate to Memphis City Schools. MYI's role is to set an agenda for the use of non-public dollars. The three goals set by Dr. Herenton serve to focus MYI's work. It is understood that were it not for his commitment to a limited number of measurable goals addressing fundamental education performance requirements, MYI would not have been created by its founders. MYI does not have nor does it seek the authority to control the activities of local youth-serving organizations or to put any out of business. MYI's interest is in harnessing resources to expand services. MYI is not interested in controlling or operating new initiatives which may emerge from its research and other activities. Instead, MYI hopes to produce recommendations growing out of research that can act as a catalyst for action by many, including MYI. MYI's approach to reviewing proposals for community-supported, school-based programs will be (to) discourage only the obviously frivolous and give extra endorsement to those proposals that support the achievement of the three goals, recognizing that there is wide berth in between."

MIAMI/DADE COUNTY



Miami/Dade County Profile

Population:
- Total (1987): 1,829,000
- Racial makeup:
  - –45% Hispanic
  - –35% white and other groups
  - –21% black

Major employers:
- Dade County Public Schools
- Dade County government
- Federal government
- Eastern Airlines
- State government
- Burdines

Unemployment (1987):
- Overall: 5.5%
  - –Teenagers (ages 16-19): 17.2%

Employment trends:
- New jobs in 1987: 44,000
- New jobs forecast for 1988: 13,000
- Strongest: retail and services
- Gaining: manufacturing

School enrollment:
- Approximately 268,000 in 259 schools
  - –43% Hispanic
  - –33% black
  - –23% white
  - – 1% other minorities
- Annual increase in recent years: 6,000-10,000

Introduction

In the 1986-87 school year, Dade County Public Schools implemented an experimental plan for school-based management/shared decision-making that gives 33 schools increased control over their own budgeting, resource allocation, and curriculum. Teachers, principals, parents, and community leaders are encouraged to design and implement innovative educational approaches and to tailor schooling to the needs of their respective communities.

This four-year pilot involves about 12 percent of the schools. Today, an additional 51 schools are participating in school-based management/shared decision-making pilot Group II. A third pilot, an open enrollment model which was recently approved by the school board, will allow interested schools to initiate school-based management/shared decision-making on a periodic basis. Proposals specifying the school's plans may be submitted jointly to the school board and teachers' union every nine weeks. The strategy of the leaders is to promote enough public support to make it possible to apply the plan on a larger scale.[1] In order for a school to participate in any of the pilots, the principal and two-thirds of the faculty must agree to participate in shared decision-making and submit a proposal that outlines the decision-making organization/structure and educational goals they intend to pursue.

Schools have implemented a number of innovative programs as a result of this process. These programs include:

Before- and after-school programs;
Informal classes on Saturdays;
Midday 35-minute teacher-as-advisor periods for counseling small groups of students about suicide, drug abuse, and stress-related problems; and
A developmental program for five-year-olds including monthly hands-on workshops for parents.[2]

Another innovative program is satellite learning centers, which are company-based public schools for kindergarten through second grade students operated by Dade County Public Schools in facilities constructed and paid for by the company. Three centers have now opened—at American Bankers Insurance Group, Miami International Airport, and Miami-Dade Community College. Several others are being planned.

The Dade Academy for the Teaching Arts (DATA),[3] the Quality Instruction Incentives Program (QUIIP),[4] and many other additional educational improvements have recently been implemented by the school system.[5]

The Dade Public Education Fund supports creative approaches to education by providing minigrants to teachers and principals. The Fund, which is supported by companies, foundations, and individuals, made 117 grants in 1986-87. The typical grants are $500 for teachers and $2,500 for principals. Among the funded projects have been the following:

A geography program in which each class studies a country intensively and makes a videotape presentation about it to the school. The school then holds a folkloric festival with ethnic foods and folk dancing.

- Fifth- and sixth-graders "adopting" neighborhood preschool children to read to after school.
- An academic superbowl involving teams of fifth graders from seven elementary schools, competing in a contest to answer questions developed by teachers from the participating schools.
- A magnet program with an agricultural curriculum for emotionally handicapped students.

In addition, the schools operate several programs for at-risk youth, including tutoring, parental involvement, guidance, alternative learning, vocational training, and dropout prevention.

- Tutoring on Saturdays or after school; students of all ages are served, including three- and four-year-olds.
- Parent education resource centers.
- Partners in Education (PIE), a community partners program at one high school and its feeder schools, focuses on improving student achievement, shared decision-making, and parental involvement.
- Guidance programs to promote awareness of postsecondary educational opportunities.
- Miami's Promise, which provides mentors and funding for college; students are selected in sixth grade.
- Alternative opportunity program for middle and high school students.
- Alternative program for pregnant teenagers.
- Juvenile justice center school for students in detention.
- Vocational programs, including a Vocational Interdisciplinary Program (VIP) for 100 at-risk tenth-graders; work experience for more than 2,000 students in seventh to tenth grades; a single-parent-homemaker program providing training in nontraditional and high wage occupations.

Dropout prevention programs, including an early intervention program that teaches parents to use materials at home with their preschoolers. The truancy prevention program includes counseling and notifies parents of absences. The Formalizing Youth Independence (FYI) program is a major effort of the district, designed to reduce the dropout rate among students in the ninth grade. These students receive additional services such as individual and group counseling, peer counseling, mentoring sessions, and tutorial support to help them deal with the transition of moving from junior to senior high school. The primary purpose of the program is to provide a support system to a unique population of students at risk so as to improve their attendance, academic achievement, and conduct grades, thereby helping them to successfully complete high school and obtain a diploma.

Computerized telephone calls, which are made to let parents know when their children are late or absent. These are also used to reinforce academic achievement and good conduct.

Dade Partners is a program created by Dade County Public Schools to provide staff support for businesses, community, and government groups adopting schools and establishing other business/education partnerships in Dade County. When Dade Partners celebrated its tenth anniversary in 1988, there were more than 900 Dade Partners. American Express Company has adopted the whole school district and is sponsoring a tourism academy. Several other large corporations have each committed $10,000 to the business and finance academy planned for Miami Jackson High School. Business partners also sit on the advisory committees of magnet schools and provide other

---

"The strength of the Dade County effort is that it has evolved from the site of service impact, from professionals on the firing line who are dedicated to educational excellence."

Joseph A. Fernandez
Superintendent
Dade County Public Schools

"Teachers, administrators, non-instructional staff, parents and students have literally bonded in spirit and, like spontaneous combustion, a creative positive energy has been released."

Joseph A. Fernandez
Superintendent
Dade County Public Schools

support such as input on curriculum development, consultant services, and conferences on school projects.

Another example of Dade Partners' activities is the effort of Citicorp Savings of Florida to promote public awareness of the dropout problem. Twelve Citicorp branches have adopted their neighborhood schools. They provide speakers on topics such as employability skills and career planning, facilities for training staff to work with at-risk youth, "success funds" for teachers to implement dropout prevention initiatives, and graphic layout and design services for publication of materials. Some examples of the many community-based programs for at-risk youth of Miami and Dade County are:

Aspira, which teaches leadership skills to Hispanics, Haitians, and other minorities and motivates students to stay in school.

Lucky Acorns, an early-intervention family training program encouraging students to avoid drugs and alcohol.

Last Chance, which provides an alternative to juvenile detention for nonviolent juvenile offenders.

Miss School Miss Out, which recognizes outstanding attendance with rewards provided by local businesses.

Turnaround programs that provide awards, luncheons, or savings bonds as incentives to students who demonstrate marked improvement.

The major dropout prevention program initiative outside the school system's administrative structure is run by the Private Industry Council (PIC) and the South Florida Employment and Training Consortium in collaboration with PIC-funded school system personnel. The PIC operates this program in conjunction with the school system and 20 social services agencies, based in part on a model developed by Cities in Schools. This program, which is referred to as the Stay-in-School Program, is funded by the Job Training Partnership Act (JTPA) and serves 2,500 students in 13 high schools at any one time. These students are the highest-risk students identified by the schools. Besides providing a multi-year sequence of summer, part-time, and full-time postsecondary jobs, this program offers tutoring and other academic assistance, remediation in basic skills, development of career plans, preemployment and job retention competencies, personal counseling, and social service support for the students and their families. In addition, in the JTPA-funded Career Beginnings component of the Stay-in-School Program, selected students receive individual mentors from the business community.[6] Of the 4,300 students enrolled since the program began in 1986, 95 percent have remained in school or have already graduated.

The Greater Miami Partnership

Before approaching the National Alliance of Business about participating in the Compact project, a public/private partnership committee affiliated with the Greater Miami Chamber of Commerce had been visiting partnerships in various cities. Because of this interest, a leadership meeting was organized in January 1988 by David Ziska, an IBM regional executive. About 25 persons attended,[7] including the superintendent of schools and representatives of the PIC, city and county government, the Greater Miami Chamber of Commerce, and the Latin Chamber of Commerce.

Miami/Dade County was selected for the Compact project partly because of the support of the PIC and the Chambers of Commerce and because business representatives desired to increase business involvement in educational improvement.

The Compact initiators also hoped to build on the many existing partnerships between individual businesses and schools by promoting broader cooperation and collaboration that would involve many businesses and the entire school system.

The Greater Miami Partnership is cochaired by representatives of business, government, and the schools: Clark Cook (who recently replaced Larry Adams), Vice President, Southern Division of Florida Power and Light Company; Stephen Clark, mayor of Dade County; and Joseph Fernandez, superintendent of schools. Leadership is shared by the executive committee[8] which includes (among others) Frank Krauser, PIC Chair. The present plan is to increase the size of the executive committee and form a nonprofit corporation called the Greater Miami Partnership. An Education Summit is planned for fall 1989; goals and objectives will be identified by this community meeting by the end of 1989. The school system has set goals and priorities that will take community goals into consideration. David Ziska of IBM heads the planning committee and was one of eight representatives who attended the May 1988 Compact Institute.[9] Although program plans are not final, the leadership expects to build on and expand the programs that are in place. They would like to develop resources outside of JTPA to permit expansion of the PIC program to include all schools, to enlarge the mentoring component, and to be able to serve young people who are not eligible for JTPA-funded activities.

The quality method of business planning is being used to develop program plans. This is a problem-analysis methodology for naming priorities, goals, and a plan. The school system's objectives and strategies are being used as a starting point for discussion.

At meetings in spring 1989, separate committees were formed to develop goals for the schools and for the business community; decisions were made on expanding the board; and it was decided that the initial project should be to develop private sector support for students graduating from the PIC's dropout prevention program.

Summary

In Dade County, the public schools have taken the lead in educational improvement with many innovative approaches. Their current initiative for school-based management/shared decision-making gives 96 of the schools autonomy over their budgets and curricula. Business has also been active—in 1988, 900 businesses were active in Dade Partners, Miami's principal avenue of business/education partnerships.

Plans are proceeding for the Greater Miami Partnership. Membership in its executive committee is growing, and both schools and business hope to build on existing programs and expand them throughout the school system.

Notes

1. Paul T. Hill, Arthur E. Wise, and Leslie Shapiro. *Educational Progress: Cities Mobilize to Improve Their Schools*. Center for the Study of the Teaching Profession, R-3711-JSM/CSTP. (The RAND Corporation: January 1989), pp. 15-16.
2. Lynn Olson, "The Sky's the Limit: Dade Ventures Self-Governance," *Education Week*, Vol. VII, No. 13, December 2, 1987.
3. DATA is a unique professional development program for secondary school teachers developed jointly by the school system and United Teachers of Dade (the teachers' exclusive bargaining agent). This nine-week program of seminars and clinics is planned and operated exclusively by teachers for teachers. The program involves teachers as mentors to their colleagues and gives teachers the time to conduct research projects, develop creative teaching plans, and trade instructional strategies.
4. Through QUIIP, school staffs voting to participate are eligible to receive financial incentives up to $1,000 if their students show dramatic improvement in intellectual development.
5. a) Implementation of the middle school model that includes interdisciplinary teams, block scheduling, flexible scheduling, and home-based advisee-advisor programs. b) Training for teachers in using research data in their instructional programs. c) Programs providing financial incentives to teachers to work with potential dropouts and economically disadvantaged students. d) Improved counseling services, including hiring additional counselors and school psychologists. e) Creation of two technology magnet schools at the middle and high school levels. f) Cross-cultural workshops for middle school English teachers stressing literature that may be used to promote minority exchange concepts among students. g) Generating Excellence in Mathematics and Science (GEMS)—an elementary program to encourage minority participation with an integrated approach to math and science has won state recognition. h) Parent resource centers, which provide more than 100 computers for parents to use and receive instruction in word processing.

6. Through the Career Beginnings component of the Stay-in-School Program, community college counselors work year-round with about 125 students, starting during the spring of their junior year. They provide counseling, preparation classes for the Scholastic Aptitude Test, tours of local college campuses, and assistance with college applications. Students also receive summer jobs between their junior and senior years, as part of the larger Stay-in-School Program, and work with mentors recruited primarily from the business sector. The mentors continue with the students for at least six months after high school graduation.
7. The leadership meeting was attended by Theo Adderly, Florida Power and Light Company; Joseph Alfano, PIC of South Florida; Bill Baker and David Ziska, IBM Corporation; Mary Anne Blum and Dorothy Weaver, Greater Miami Chamber of Commerce; Joseph Fernandez, Superintendent of Dade County Public Schools; Ken Fordik, Burdines; Barbara Gothard, Burger King Corporation; Wilbur T. Holloway, Southern Bell; Frank Krauser, Booth Fisheries; Alex Moore, Southeast Bank; Jay Rodriguez and Luis Sabines, Latin Chamber of Commerce; Dale Webb, World Trade Club; and David Wynn, Sun Bank.
8. Executive committee members are: Clark Cook, Chairman, Vice President/Southern Division, Florida Power & Light; Carlos Arboleya, Vice Chairman, Barnett Bank; Tom Hopkins, Educational Specialist for Corporate Communications, Florida Power & Light; Richard Kaminsky, Manager of Financial Resources, Florida Power & Light; Frank Krauser, Vice President/General Manager South Florida, Booth Fisheries and Chairman of PIC; David Ziska, Southern Area External Programs Manager, IBM; Joseph Alfano, Executive Director, PIC; Harriet Spivak, Assistant Director, Policy Development and Review, PIC; Joseph Fernandez, Superintendent, Dade County Public Schools; Paul Bell, Deputy Superintendent; Roger Cuevas, Assistant Superintendent, Office of Vocational/Adult and Community Education; Marilyn Neff, Assistant Superintendent, Project Students at Risk; Pat Tornillo, President, United Teachers of Dade County; and Robert McCabe, President, Miami-Dade Community College.
9. The Compact Institute was attended by Joseph Alfano, Executive Director, PIC; Paul Bell, Deputy Superintendent, Dade County Public Schools; Alina Davies, Assistant to the Assistant County Manager, Metro Dade County; Frank Krauser, Chairman, PIC, and Vice President and General Manager, Booth Fisheries; J. A. Ojeda, Jr., Assistant County Manager, Metro Dade County; William Urbizu, Assistant to the Executive Director, PIC; David Wind, Senior Vice President, Sun Bank; and David Ziska, Southern Area External Programs Manager, IBM.

PITTSBURGH

Pittsburgh Profile

Population (1980):
- City of Pittsburgh: 424,000
- Metro area: 2.5 million
- Racial makeup:
  - —74% white
  - —24% black
  - — 2% other minorities

Major employers:
- Local, state, and federal government
- Westinghouse Electric
- University of Pittsburgh
- Mellon Bank
- USAir
- Giant Eagle Supermarkets

Unemployment (1987):
- Overall (metro area): 7.7%
- Teenagers (ages 16-19): 17%

Employment Trends (1987):
- New manufacturing jobs: 1,700
- New nonmanufacturing jobs: 10,600

School enrollment (1988):
- 39,549 in 82 public schools
  - —52% black
  - —46% white
  - — 2% other minorities
- Dropout rate (1987-88): 22.3%

Introduction

Educational improvement initiatives in Pittsburgh began to focus on certain areas when Richard Wallace, who became superintendent of schools in 1980, began a needs-assessment and priority-setting process that resulted in an agreement between the superintendent and the Board of Education on long-term priorities. Wallace also established a strong relationship with the Allegheny Conference on Community Development (ACCD), a group of high-level business and community leaders that has increased corporate sponsorship of school programs.[1]

Pittsburgh Public Schools have instituted a number of innovative programs for improving education: team teaching (in the 1960s), teacher centers[2] (which are part of the school district's Excellence Program),[3] replacement of Department Chairs by Instructional Teacher Leaders,[4] the adoption of the National Science Foundation curriculum,[5] and elimination of the general education track.[6] In addition, the state funds two more projects for at-risk youth: the Essential Skills Program and the Commonwealth Classroom.[7]

Complementing its many academic programs, the school system also has many programs fostering employment skills. Traditionally, the vocational education program has been strong in Pittsburgh. Students generally begin the vocational curriculum in eleventh grade; a vocational magnet program is available beginning at the ninth-grade level,[8] and block scheduling is used.[9] Plans for new vocational programs include a public safety academy for students interested in paramedic training for police, fire, and emergency medical services.

The school system's Office of Occupational, Vocational, and Technical (OVT) Education operates several job-related programs for at-risk youth,[10] including its student job-placement section, which annually places about 5,000 young people (75 percent of whom are disadvantaged) with about 600 employers. The annual earnings of these students amount to almost $10 million.

Besides being the provider of most of the jobs in these programs, the business community is also involved with educational improvement in other ways. Most of the involvement has been through the Allegheny Conference Education Fund (ACEF), which was established in 1978 by the Allegheny Conference on Community Development to reduce the isolation of the Pittsburgh Public Schools from the community. ACEF is supported financially by more than 30 businessses and foundations. Major ACEF programs are the following:

Partnerships In Education (PIE) includes 52 one-to-one partnerships between the schools and business, community organizations and higher education institutions. One of these partnerships is the Westinghouse Electric/Westinghouse High School partnership which includes the corporation supporting the Science and Math Academy at the school. Westinghouse Electric provides grants for equipment, scholarships, and an advisory committee of scientists. Partnerships in Education is cosponsored by the Greater Pittsburgh Chamber of Commerce and the Pittsburgh Public Schools.

Educator in Residence program brings national figures to speak on public education-related issues to Pittsburgh audiences of education, business, and community people.

Minigrants for teachers provide cash awards averaging $300 to encourage creativity in the classroom and promote development of more effective instruction methods. Applications are competitive.

We started teacher centers, which provide a 5-8 week training program, because we felt that if we wanted to re-energize the District, we must re-energize teachers. Now, the opportunities offered by the Pittsburgh Promise once again enable us to prove how a large urban school district can change and be effective.

Dr. Richard Wallace
Superintendent
Pittsburgh Public Schools

Principals' Grants program focuses on school-wide projects, providing cash grants averaging $1,500 as incentives to investigate school needs, develop innovative problem-solving measures, and pilot new approaches. Parent-involvement grants averaging $500 are also available to be used for increasing parents' involvement in their children's education.

Pittsburgh Mathematics Collaborative fosters professional development opportunities for secondary math teachers. It is part of a network of 11 cities whose collaboratives are largely funded by the Ford Foundation.

School Neighborhood Consortium works to ease transitions created by demographic shifts, school closings, and school attendance boundary changes.

Principals Academy of Western Pennsylvania, a pilot project started in 1987, enables 20 principals to interact with colleagues from urban, suburban, and rural districts in three counties. Support from well-known educational consultants is included.

Other business/education initiatives are:

Business and Finance Academy[11] at Westinghouse High School—five local banks are among the sponsors of this school-within-a-school.

Science Institute—the school district's science program for kindergarten through twelfth grade.[12]

OVT student job placement program—employers serve on curriculum advisory committees as well as providing cooperative education and summer jobs.

Jobstart Program of the Private Industry Council (PIC)—for ex-offenders, substance abusers, dropouts, and other particularly hard-to-serve individuals.[13]

The Pittsburgh Promise

A leadership meeting, chaired by David Bergholz of the Allegheny Conference on Community Development, was held in January 1988. It included Superintendent Richard Wallace and representatives from the Board of Education, Partnerships In Education, several company foundations, United Way, and the PIC.[14]

At the time of the leadership meeting, Pittsburgh was one of ten finalists for a New Futures initiative grant to be awarded by the Annie E. Casey Foundation.[15] The jobs component of the New Futures proposal was called the Pittsburgh Promise. In addition to the Pittsburgh Promise, the other three components of Pittsburgh's New Futures initiative are: the Community School, where the school day and year are extended, and elective courses and activities are provided by teachers and community agencies; the neighborhood family-support initiative, in which community-organizing tech-

1988-89 Goals of the Pittsburgh Promise

- Provide opportunities for graduates to obtain entry-level jobs.
- Provide support to newly placed graduates in the business sector.
- Expand students' awareness of the opportunities and expectations of the world of work through job-readiness programs and career-awareness programming, volunteer work experience, and part-time and summer job experiences.
- Enhance student self-esteem, personal development, and work maturity skills.
- Enhance the academic achievement of students.

niques will be used to mobilize residents of high-risk neighborhoods and develop local leadership; and the wellness initiative, which will provide information to young people about the realities of teenage pregnancy and responsible choices. The leaders were interested in the Compact as a technical assistance resource that could assist in establishing the jobs component of the Pittsburgh Promise. It was felt that the Compact would also provide national recognition for Pittsburgh's business/education partnerships.

Partnerships In Education was designated as the intermediary for the Pittsburgh Promise. Shortly after the leadership meeting, Pittsburgh was notified of the New Futures grant award. Pittsburgh was also selected as a Compact site because of the visionary leadership of Richard Wallace and David Bergholz, the direct access that ACCD has to top business leaders of major area companies, and the strong ties between ACCD and the Private Industry Council.

The leadership group of the Pittsburgh Promise, called the Career Council, is chaired by David Shapira, President and Chief Executive Officer of Giant Eagle Supermarkets. Mr. Shapira has been recruiting other business leaders for the Career Council, which is expected to have 30 to 40 members. The Career Council is a Committee of the Pittsburgh New Futures Board of Directors. Partnerships In Education, under the direction of Jeanne Berdik, will be the lead agency developing and implementing the Pittsburgh Promise. Ms. Berdik recently hired two assistants, who will help her with this task. Kathleen McCauley of the PIC and Barbara Bazron of New Futures are also involved in the Career Council.

Commitments through Pittsburgh New Futures

Schools:

- Increase the percentage of at-risk youth performing at or above the national norm and reduce that of youth performing below the bottom quartile on reading and/or math achievement tests;
- Reduce the suspension/expulsion rate for at-risk youth;
- Increase the average daily attendance rate of at-risk youth;
- Increase the number of at-risk youth graduating with their classes;
- Reduce the number of at-risk youth who drop out of school;
- Reduce the overall unemployment and inactivity level of at-risk youth;
- Reduce the incidence of teenage pregnancies and births among at-risk youth.

Business and Higher Education:

- Prepare students for employment or higher education;
- Provide access to postsecondary employment or education through the provision of priority job interviews (business) and participation in recruitment, counseling, and financial aid programs (higher education);
- Provide support to students throughout their educational preparation and during the first year of postsecondary placement through mentorships and other support programs.

As with the other three components of Pittsburgh New Futures, the Pittsburgh Promise has as its target area several neighborhoods that have been identified highest at risk for poverty, unemployment, school failure, teenage pregnancy, and infant mortality. This area includes two high schools, three middle schools, and three elementary schools.

The schools, business, and higher education have made a commitment to meet the goals of Pittsburgh's New Futures (see above box). The schools will implement a career-development program in grades 4 to 12 that will include both classroom and extended-school-day activities. Business and higher education will support this effort by increasing their involvement.

The May 1988 Compact Institute was attended by Jeanne Berdik, Kathleen McCauley, and Phyllis Masciola (a job-placement counselor in the schools). It was decided that goals and objectives of the Pittsburgh Promise would be developed in three specific areas—employ-

"Pittsburgh's investment in school-community partnerships is producing a handsome return. When young people see the connection between what they do in school and what they can do after graduation, they are far more likely to stay in school."

Phillip Parr
Director of Development
Pittsburgh Public Schools
and
Fred Monaco
Director
Career, Vocational Education
Pittsburgh Public Schools

ability, postsecondary education, and postsecondary employment.

During summer and fall 1988, a mission statement and goals (see box on previous page) were written for the Pittsburgh Promise. The mission is "to assist at-risk students in the Pittsburgh Public Schools to become successful, independent, productive adults by improving their long-term employment prospects."

Summary

As the career component of Pittsburgh's New Futures initiative, the Pittsburgh Promise is being implemented in the schools targeted by New Futures because of their high-risk populations. The goals that the schools have agreed to address as part of their commitment to Pittsburgh New Futures include increasing achievement and attendance and reducing dropouts and teenage pregnancy among at-risk youth.

Business and higher education will be asked to provide access to postsecondary employment and education by providing priority job interviews (business) or participating in recruitment, counseling, and financial aid programs (higher education). They will also support students during their educational preparation and first year of postsecondary employment through mentoring and other support programs.

Leaders are confident that the Pittsburgh Promise will result in consolidation of youth employment programs, stimulation of private sector involvement in the schools, and the creation of a master plan for education, employment, and social support of students.

Notes

1. Paul T. Hill, Arthur E. Wise, and Leslie Shapiro. *Educational Progress: Cities Mobilize to Improve Their Schools*. Center for the Study of the Teaching Profession, R-3711-JSM/CSTP. (The RAND Corporation: January 1989), pp. 12-13.
2. Teacher centers were introduced in 1983. Over a period of time, every teacher in the district is released from regular teaching duties to attend the teacher center for five to eight weeks of staff development. Teachers observe effective teaching, practice new instructional techniques, learn more about child and adolescent development, conduct research in their subject areas, and take part in internships with businesses or schools.
3. The Excellence Program was established in 1981 when the Pittsburgh Board of Public Education set student achievement, classroom instruction, and staff evaluation as priority goals. In 1986 the student achievement focus was narrowed to reading, science, and math, and a new emphasis was placed on at-risk students and the racial achievement gap. The teacher centers are one aspect of the Excellence Program. Others include Monitoring Achievement in Pittsburgh (MAP), which links instruction in the basic skills with systematic planning and testing; Pittsburgh's Research-Based Instructional Supervisory Model (PRISM), which trains teachers and administrators in the use of an effective instructional model; the School Improvement Program (SIP), which has developed a model for using problem-solving techniques to improve student achievement and the climate for learning in underachieving elementary schools; the Critical Thinking Program, which teaches secondary students higher-level thinking skills and how to express themselves logically in oral and written form; and the Science Institute.
4. Rather than focusing on administrative duties, instructional teacher leaders observe and provide feedback to other teachers. Their teaching loads are reduced according to the number of teachers in their departments.

5. In response to Sputnik, a national curriculum for physics and chemistry was developed by committees of the National Science Foundation.
6. Until 1988, students entering ninth grade could select from three tracks: general education, academic, or skills. It was found that students in the general education track were most likely to drop out, and the large number of electives and the difficulties of pursuing a well-planned program were perceived as detrimental. Starting with 1988's entering ninth-graders, the general education track was dropped.
7. The Essential Skills Program provides assistance in reading and math on Saturdays to students failing standardized tests in grades three, five, and eight. The Commonwealth classroom is for students who cannot function in a normal class. The teachers come to the students in one classroom instead of the students going to different classrooms. After a minimum stay, students are evaluated to see if they are ready to return to regular classes.
8. Until the mid-1960s, most vocational courses were offered in a separate school. When this school was closed, the programs were distributed among the high schools. The vocational magnet school was reinstituted in 1980, however, as part of a comprehensive desegregation program in response to the Pennsylvania Human Relations Commission's findings. Redistricting took place, junior high schools were replaced with middle schools, and a number of magnet programs were started. At the high school level, these included a traditional academy, high technology, law, health careers, international studies, and a vocational school. The vocational magnet has the advantage of allowing students to start the vocational curriculum in ninth grade instead of eleventh and offers student job placement to juniors as well as seniors. In addition, curricula for the academic courses offered at the vocational magnet school have been modified to emphasize practical examples and applications.
9. Block scheduling means all students in a given program stay together as a class or block. They all have the same teachers, enabling the teachers to coordinate and integrate the presentation of course material.
10. Some of the OVT projects are: Occupational and Academic Skills for the Employment of Students (OASES)—a dropout prevention effort for more than 150 at-risk youth in six middle schools. Students work on construction projects in the community. Select Employment Trainee (SET) Program—individualized vocational evaluation plan including career development training, tutors or mentors, and employment are provided for 2,000 disadvantaged students a year. Some students employed through the Urban Youth Action project receive elective credit for their work experience. Summer Youth Employment Training Program (SYETP) has served more than 50,000 of the school district's poorest young people in its 20 years of operation. Eighth Grade Summer Academy is a dropout prevention program for 45 middle school youth who are not being promoted to ninth grade. Students receive remedial math, reading, study skills, and preemployment skills. Successful candidates are permitted to enter high school with their classmates. They are offered an incentive payment of $4 daily for attendance and cooperation and a summer job on successful completion. Second Chance Program places ninth-graders who have failed the first three report periods in a self-contained classroom for intense instruction in four academic subjects. They receive $4 payments daily and a summer job on completion. Of the 112 students enrolled the first year (1987), 75 percent passed to tenth grade. The project operates autonomously in several high schools, and principals are free to support their students as needed. Targeting Nontraditional Students encourages and supports nontraditional students entering vocational programs (for example, females taking trade and industry courses). Project Liaison supports the vocational education of physically and mentally handicapped youth. Child care and parenting skills are taught to teenage parents through several programs.
11. Other Business and Finance Academy sponsors are the school district, the Urban League, and the Allegheny Conference on Community Development. It was started in 1984 with a grant from the Edna McConnell Clark Foundation. English, math, and social studies courses incorporate banking and finance concepts. The students, who are selected in ninth grade because they are not performing up to their potential, participate in tenth to twelfth grades. They receive mentors and jobs and work in the banking facility set up by the Mellon Bank at the school. Indicators of success include a 100-percent graduation rate and a 50-percent rate for students pursuing higher education.
12. The Science Institute draws on the expertise of local universities, business, and industry, and emphasizes a hands-on approach including experiments, research, and field experiences.
13. Jobstart is also supported by city funds from the JTPA, the Pittsburgh Foundation, and the Allegheny Conference on Community Development. Participants are selected by lottery, assessed, and placed in a vocational school for a year. Support services such as case management and psychological counseling are provided. Participants meeting the 90-percent attendance requirement are eligible for mentors, summer jobs, and rewards such as bus passes.
14. Attendees at the leadership meeting were Jeanne Berdik, Partnerships In Education; David Bergholz, Public Education Fund Network/ACCD; Doreen Boyce, Buhl Foundation; Nancy Bunt, ACCD Education Fund; Jane Burger, Henry C. Frick Education Commission; Robert Dickey III, Dravo Corporation; Joseph Dominic, Pittsburgh Foundation; Joyce Galpern, United Way; Jack Martin, ALCOA Foundation; Kathleen McCauley, PIC; Jake Milliones, Pittsburgh Board of Education; Phillip B. Parr, Pittsburgh Public Schools; Cecile Springer, Westinghouse Electric Fund; and Richard Wallace, Superintendent, Pittsburgh Public Schools.
15. The Annie E. Casey Foundation provides grants of up to $12.5 million over a five-year period to support activities involving community agencies and schools in serving at-risk youth.

PROVIDENCE

Providence Profile

Population (1980):
- Total 157,000
- Racial makeup:
  - –81% white
  - –12% black
  - – 5% Hispanic
  - – 2% other minorities

Major Employers:
- Fleet/Norstar Corporation
- Rhode Island Hospital
- The Providence Journal Company

Employment Trends:
- Unemployment (November 1988): 2.9%
- New jobs between 1986 and 1987: 1,000 (1% gain)
- Manufacturing: declining
- Finance, tourism, government: increasing

School Enrollment:
- 19,800 in 30 schools (1988)
  - –42% white
  - –25% black (including Cape Verdean)
  - –21% Hispanic
  - –11% Asian
  - –.5% Native American

Introduction

Providence, the major urban area in Rhode Island, has been involved in developing partnerships in support of public education since 1978. This first partnership effort was a pairing project between the Providence School Department and the University of Rhode Island, resulting in the development of magnet programs in the city's high schools. Since that time, pairings have occurred between the schools and other colleges and universities, community-based organizations, organized labor, and the business community.

Postsecondary Education

The University of Rhode Island (URI) partnership between the Providence Public Schools and URI is one of the collaboratives sponsored by the National Association of State Universities and Land Grant Colleges to encourage educational career employment opportunities for youth. Several specialized projects include Project Discovery, an early-identification dropout prevention program; the Dropout Prevention Collaborative, funded by the Ford Foundation with in-kind support from URI and the Providence School Department; and the Southeast Asian Program, funded by the Ford and Genesis Foundations.

Brown University is closely involved with the city's schools through the sponsorship of the Hope High School Essential School, the Providence Drug Free Schools Effort, and in-service opportunities offered for teachers and administrators by the Institute For Secondary Education at Brown.

The Community College of Rhode Island has initiated a "Tech Prep 2+2" program whereby high school students' academic course work focuses on its application to technology. After two more years of study at the Community College of Rhode Island, students should graduate with technical training, ready for a career.

Additionally, a strong relationship between Rhode Island College, the state's preeminent teacher training institution, and West Broadway Elementary School has developed. It centers on research and the theory and practice related to early childhood literacy initiatives.

Community-Based Organizations

The Providence Dropout Prevention Collaborative has united community-based organizations (CBOs) to keep the issue of dropout prevention alive in the city. The Collaborative acts as a clearinghouse for CBO services to public schools, sponsors public policy forums, published a resource directory for use by schools and their staffs, and has sponsored a pilot case management program at a local community center which provides holistic case management to at-risk middle school students and their families.[1]

The Urban League of Rhode Island has been involved in the design and implementation of a mentoring program for minority youth. The League has also used its model to train staff and volunteers in other organizations interested in developing mentoring programs.

The Hispanic Social Services Association has developed a Parent Training Program at Gilbert Stuart Elementary School.

Volunteers in Providence Schools (VIPS) is a city-wide clearinghouse for in-school volunteer efforts. VIPS recruits, trains, and places volunteers at all the city's public schools. A United Way Agency, VIPS also sponsors after-school programs in several city elementary schools.

Organized Labor Initiatives

The Providence Teachers Union has been a strong supporter and active participant in many of the collaborative efforts in the city. The Union has developed a Teacher Education process whereby effective teaching skills are taught and modeled in school and has been offering instruction on critical-thinking skills for classroom implementation to teachers.

Business Partnerships

The Public Education Fund and the Greater Providence Chamber of Commerce have each been seeking private sector support for public education since early in 1985.

The Fund, an independent nonprofit organization designed to stimulate cooperative changes in public education, focuses on the system as a whole. At the request of Robert Ricci, former Providence Superintendent of Schools, Charles Wharton, a stockbroker at Prudential-Bache, founded this organization. The Fund acts primarily as a catalyst by providing grants to teachers and administrators. The Fund functions as a broker between the business community and the schools and runs the following programs:

Financial Aid and Last Dollar Scholarship Program–With the Providence School Department, the PEF is jointly funding two financial aid advisors who assist low-income students in accessing all existing financial aid. A Scholarship Fund, initiated with a $100,000 gift from Fleet National Bank, will be used to make up the difference between a student's financial aid package and actual college costs.

Bank of New England/Old Colony Teacher Fellowship Program–The Fund is administering a summer in-service program for Providence teachers. A two-week course on a topic chosen by an advisory committee of teachers, administrators, and bank personnel is offered to eligible teachers chosen by lottery. The bank offers a stipend to participating teachers and funds the cost of the program.

In addition, the Greater Providence Chamber of Commerce formed an education committee in 1985, chaired by Bob Rice, President and General Manager of WPRI-TV, an ABC affiliate. Their major education activities include:

Education Rhode Island–This "think tank" of business, community, and education leaders provides the vehicle for ideas to be exchanged among this diverse membership. Outcomes have included a conference on early-childhood education held in 1988, the development of an education broker at the Chamber, and advocacy for legislative initiatives supportive of public education.

Adopt-A-School–This coordinating effort matches individual schools to businesses and seeks to sustain a high level of involvement on both sides. AAS pairings are in effect for nearly all of the city's schools. Businesses, law firms, state agencies, hospitals, and police department are participants.

Education Broker–This position was initiated to encourage at-risk high school students to develop the link between private-sector employment opportunities and staying in school. The broker position at the Chamber is paid for by Vocational Education funds made available to the Providence School Department. The broker's activities include devel-

---

"The Compact process has stimulated business and school leaders to explore, design, and implement initiatives resulting in school improvement and community growth."

Joseph Almagno
Superintendent of Schools
Providence

"I think the most exciting thing that has happened is that we have gained each other's trust and respect. That's like opening doors to a youngster's future. That's good for the child, good for education, and good for business."

Robert Rice
General Manager/President
WPRI-TV
Providence

oping shadowing experiences whereby students follow a particular individual to learn about the world of work; career-awareness activities; and job development for after-school part-time jobs. The education broker has focused on the students of Project Success, an in-school program for 100 at-risk students at Mt. Pleasant High School. Recognized by the governor, Project Success enables students to make up credits for failed course work and offers career orientation and case management services.

Jobs for Youth—A Private Industry Council (PIC) funded program at the Chamber, it provides 20 young people with academic remediation, preemployment skills, and part-time summer jobs. Two elective credits from the Providence School Department may be received for successful completion of the summer component of the program.

Other independent private-sector-sponsored programs in support of public education include *Times*² To Increase Minorities in Engineering and Science. This program, funded through private-sector memberships, serves students in ten schools with high minority enrollments. Activities include career-related field trips, career counseling, and training for teachers to incorporate career-oriented projects into their classes.

The Providence Compact

A leadership meeting to discuss Providence's possible participation in a Compact project was chaired by Bob Rice, President and General Manager of WPRI-TV and Vice Chair for Education of the Chamber, and held in February 1988. Attendees included Mayor Joseph Paolino, Superintendent Joseph A. Almagno, Commissioner of Education Dr. J. Troy Earhart, representatives from the Chamber of Commerce and the Public Education Fund, and executives of major banks and utilities.

Providence was selected as a Compact site for many reasons: the already-established relationship between the Public Education Fund and the Greater Providence Chamber of Commerce and their commitment to enhancing school/business partnerships; the interest and support of the PIC; Superintendent Almagno's early commitment to the idea; the involvement of the Providence Teachers Union; and the involvement of Bob Rice, who has been a driving force behind many of the school/business partnerships in Providence. The Public Education Fund was designated as the intermediary organization to manage development of Compact activities.

Executive and planning committees were formed, generally made up of leaders who had attended the February meeting and their staff, plus the president and a dean of Rhode Island College. The National Alliance of Business facilitated a meeting at which the group explored the appropriate role for the Providence Compact. Five Providence representatives attended the Compact Institute in May 1988.

During summer 1988, initial plans for the two main projects of the Compact were developed. In addition, through the efforts of the Public Education Fund and the Chamber, many of the Compact participants lobbied to mitigate the effects of the city's residency requirement for teachers, and the Fund formed a committee of business executives to assist the School Department in improving its management information and data processing systems.

Two areas were chosen for action by the Compact Executive Committee—a public relations initiative for the public schools and a school-to-work transition program.

Public Relations Initiative

Responding to Superintendent Almagno's request for assistance in promoting a positive image of the Providence Public Schools, a subcommittee was formed and it developed a two-pronged approach. One was to develop a model to institutionalize a public information function into the School Department; the other was to hire a private PR/ad agency to conduct market research. Based on the results, the agency would design a logo and theme for the School Department.

Lynn Rubenson, of LMS/Barrett and president of the Rhode Island Chapter of the Public Relations Society of America, provided the pro bono services and designed the in-house public information function. She contacted the National School Public Relations Association to develop ideas and presented an organizational structure, staffing requirements, and a budget, and she has offered assistance in hiring staff. The superintendent has included these recommendations in his budget proposal for the next fiscal year.

The second part of the process is the design of a logo and creation of an image. Stanley-Bostich Company contributed $5,000 for this purpose. This amount was combined with $1,800 in School Department funds. Because there was commingling of public and private funds, the Public Education Fund managed this process for the School Department.

School-to-Work Transition

Assisted by the business people involved in the Compact Project, the School-to-Work Transition program has been designed to meet the needs expressed by the business community for high school graduates who are competent in language, communications, and computation. Business leaders were also interested in developing appropriate work attitudes for high school graduates.

Three planning subcommittees were established for program design, governance of the program, and work-readiness skills.

The resulting program model, an in-school project, will be piloted at Central High School and will work with students with a range of abilities. Included as components are shadowing experience, elective course work focusing on world-of-work realities, and, most importantly, the development of competencies which address business concerns. These activities will culminate in job opportunities for involved students. The Providence program is unique in that it includes a case-management component to address the nonacademic needs of the students. The planning committee felt strongly that at-risk students face other obstacles and problems which impede their ability to succeed in school. The case manager will refer students to community resources as needed.

At this writing, the Greater Providence Chamber of Commerce has agreed to serve as grantee for this program and provide organizational support and supervision. The Providence School Department has offered an in-kind donation to house the program. It will be governed by a seven-member advisory board comprised of four private sector executives, the superintendent, a member of the PIC, and a representative of organized labor. The advisory committee's role will be to secure job placements from the

private sector, monitor the progress of the program, and secure adequate funding. Funding is currently being sought from JTPA, State Vocational Education funds, and Workforce: 2000, a statewide public/private effort to match the workforce needs of the economy to the skills available.

The successful implementation of this program will mean that two programs currently offered by the Chamber—Jobs for Youth and the Education Broker—will be collapsed into this model. A better-coordinated, more comprehensive program should result.

A strong evaluation and tracking component has been built into the model. With success, replication in other city high schools is anticipated. It is possible that planning funds will be provided by Workforce: 2000 to begin the replication process.

Summary

While only formed in 1988, the Providence Compact is building on already-established business/education partnerships that have been fostered by the Public Education Fund and Education Rhode Island.

An important element of the dynamic in Providence has been the involvement of Bob Rice, President and General Manager of WPRI-TV, and the coordinating role played by the Public Education Fund.

It is anticipated that the two planned outcomes of the Compact—the Public Relations Initiative and the School-to-Work Transition Program—will not be the final efforts of the Compact. In addition to these initiatives, the Compact project endorsed a School Department proposal to the U.S. Department of Education under the Dropout Assistance Act. Providence received its full request resulting in resources for high school students who are also teen parents, the replication of a successful case management program for middle school students, and a preschool pilot program to develop a link between parenting skills and early literacy development. Also included is a coordination and evaluation component. This kind of private sector support for School Department initiatives may not manifest itself in programmatic terms but certainly represents the strong ties that have been developed between the School Department and the business community.

As the beginnings of the next steps, Superintendent Almagno has presented his priorities for the Providence School Department to the executive committee of the Compact Project. They were heartily endorsed by this group. This outline of needs and recommendations contains further issues for the schools and businesses to address together to move Providence closer to preeminence in providing quality urban education for its students.

Notes

1. The Providence Dropout Prevention Collaborative represents a major effort to bring together many facets of the community to address the city's dropout rate. The Collaborative has successfully focused considerable attention on the issue through conferences and publications. With a planning grant from the Ford Foundation, the Collaborative researched and developed a 200-page plan for reducing the city's dropout rate. The Collaborative has also helped the School Department obtain a renewable federal grant for five dropout prevention projects aimed at increasing parent involvement in their children's education and improving the School Department's data-collection system.

ROCHESTER

Rochester Profile

City of Rochester Population:
- Total 236,000 (1986)
- Racial makeup (1980):
  - —68% white
  - —25% black
  - — 5% Hispanic
  - — 2% other minorities

Major employers:
- Eastman Kodak
- Bausch and Lomb
- Xerox Corporation
- Wegman's Food Markets
- University of Rochester/Strong Memorial Hospital
- Delco Products and AC Rochester/divisions of General Motors Corporation

Unemployment (1988):
- Metro area: 3.9%
- City: 5.7%

School enrollment (1988):
- 31,469 students in 49 public city schools
  - —54% black
  - —29% white
  - —14% Hispanic
  - — 2% other minorities

Introduction

Business involvement with public education in Rochester dates back to the early 1970s when manufacturers in the Rochester area developed a cooperative approach to increase the number of minorities in the workforce. By 1977, the integration of the manufacturing workforce was improving significantly when compared with the total workforce but this integration had not been effective in placing minorities in higher-paying technical/professional positions. Recognizing the trends toward a decrease in factory work and increasing technical professional requirements, the manufacturing community initiated a study to determine what it could do to increase the number of minorities entering careers in engineering and physical science.

An Industrial Management Council (IMC) task force was formed with loaned executives from the Eastman Kodak Company, the Xerox Corporation, and the General Motors Corporation. The Council recommended working with students at younger ages, and proposed a motivational program that would encourage junior high school-level minority students to recognize the importance of academic achievement—especially science and math studies—and become prepared for the most rewarding careers in this high-technology manufacturing community.

As a result, the Program for Rochester to Interest Students in Science and Math (PRIS²M) was established by the IMC. Funded by some 20 manufacturers committed to achieving improved academic preparation, this program was initially funded by the manufacturers with a commitment of ten years. The PRIS²M program soon involved selected teachers, role models from industry, parental support, and school-year and summer programs for more than 500 students.

Within the school system, efforts to improve public education in Rochester[1] began in 1980 in response to an average dropout rate of more than 35 percent and low average scholastic achievement scores. Laval S. Wilson, the superintendent hired in 1980 to counter these trends, quickly set about a vigorous program for streamlining public school administration and improving educational services.

At the same time, the new superintendent, with a clear mandate from the Board of Education, also targeted business/education partnerships as a means of improving education in Rochester. The discussions that Wilson held with community leaders in the early 1980s set the stage for the creation of a community-wide education task force in 1985. The task force, which included separate community and business committees, was established by the Rochester Urban League with the assistance of the Center for Educational Development (CED).[2] Its report, entitled "A Call to Action," identified specific ways in which each sector of the community could help improve the schools and challenged them to do so. The business section of the report contained recommendations for what later become the Brainpower Program (described later in this section).

In 1987, an Oversight Collaborative Board,[3] representing the highest policymakers in the community, was established to develop a grant proposal to the New Futures initiative of the Annie E. Casey Foundation. The Foundation was to award grants of up to $10 million to five cities for joint projects between schools and community agencies to serve at-risk youth.

Although Rochester did not become one of the $10 million grantees, it did receive $750,000 from the Casey Foundation to implement some components of its proposal at the elementary and middle school levels. The Oversight Board has continued and

"The vision of a totally educated population and responsibility to achieve it must be shared by everyone. The road to educational reform is not clearly marked, never easy, and sometimes hazardous. Yet the destination is definitely worth the cost."

Peter McWalters
Superintendent
Rochester Public Schools

has established a new agency—Rochester New Futures, Inc.—to implement the project. Including the Casey Foundation's $750,000, $3.6 million has been pledged for the three-year project.

Among the many school-based education improvement programs initiated in the 1980s, the Home Base guidance program is one of the most significant. Teachers provide counseling to about 20 students for short periods at the beginning and end of each school day. The purpose of the counseling is to identify and defuse predropout problems. Home Base started in the middle schools and was expanded to high schools in the 1988-89 school year.

School-based education improvement programs in Rochester include:

Teacher cadet program. This program provides mentoring (by college-level students in teacher education programs) for minority high school students interested in teaching.

Teenage pregnancy. There are several programs, including an alternative high school and five school-based day-care programs.

STAGE Program. A local community college automatically accepts high school dropouts who complete their high school equivalency degree.

"Houses" program. Student bodies are broken down into smaller "houses" to reduce anonymity and alienation.

Middle College Program. At-risk high school students will complete their degrees by attending classes on the Monroe Community College campus. This program is planned, pending funding approval by the New York State Liberty Partnerships Program.

Career Beginnings. This program provides counseling, jobs, and mentoring for selected eleventh- and twelfth-graders; based at the University of Rochester.

Establishment of middle schools[4] is planned for grades six to eight.

Interdisciplinary teaching teams. These are the primary focus for instructional improvement. Flexible scheduling permits common planning time for interdisciplinary teams.

Enriched/accelerated study at middle schools. The Major Achievement Program (MAP) provides high-achieving students with enriched/accelerated study at all middle schools and some elementary schools (grades four and five). Students are selected based on standardized test scores and teacher or parent requests. The program generally includes foreign language study.

When the Compact Project began, the New Futures Initiative had been proposed[5] and the following business/education partnerships were already in place:

The Rochester Brainpower Program. In response to recommendations of the business committee that was part of the Call to Action task force, the Brainpower Program was started by business leaders[6] in 1986 to coordinate the involvement of the business community with public education. Since that time, millions of business dollars have helped thousands of students throughout the city. The Brainpower Program, which is overseen by the Industrial Management Council of Rochester and the Greater Rochester Metro Chamber of Commerce, supports more than 70 school/business partnerships facilitated by the community-based Center for Educational Development and the Governor's School and Business Alliance (SABA) Rochester Office

which provides coordination and point of entry to the school district. Brainpower also provides staff development for teachers and administrators, business consulting services to the schools, and publicity for the school district.

Rochester Jobs, Inc. The Jobs Collaborative run by Rochester Jobs, Inc. (RJI) as part of the Brainpower Program has job developers working in the high schools. RJI is one of the most well known of the more than 40 youth employment programs in the Rochester area, which altogether serve nearly 8,000 young people per year. The Jobs Collaborative is also supported by the city Job Training Partnership Act program, the Private Industry Council, and the School and Business Alliance.

PRIS²M. The PRIS²M program provides mentors in science and math to city school students. Sixty percent of the city's high school graduates who go on to college are PRIS²M participants, and many attend top universities—from Harvard to UCLA. Over 100 former PRIS²M students have now entered the workforce as engineers, as computer scientists, and in other professional positions. In 1988, PRIS²M's corporate funders renewed and increased their support for another five years.

Wegmans Foods and Pharmacy funds a program that involves mentors, jobs, and scholarships.

The Rochester Compact

Rochester was selected as one of the five additional Alliance Compact Project sites because of substantive educational improvement activities and because the presidents of the Industrial Management Council and the Chamber of Commerce were committed to requesting area businesses to provide jobs in return for educational improvement.

A leadership meeting was held on January 22, 1987. It was attended by the chairman of the Private Industry Council (PIC), the PIC coordinator, the deputy mayor, the president of the Industrial Management Council, the president of the Chamber of Commerce, the manager of the office of employment and training for the city of Rochester, and the deputy superintendent for strategic management of the city school district.

The following May, three representatives from Rochester attended the National Alliance of Business Compact Institute[7] and decided that the Rochester Compact would have a complementary role with existing community-wide education initiatives. In addition, the Rochester Compact would provide jobs as part of the ongoing plans for school improvement.

A month later, a Compact orientation meeting was held. Issues discussed included:

determining the number of jobs needed;
preparing students for jobs;
establishing realistic standards for the students; and
using existing organizations to the extent possible rather than creating a new one.

The Rochester Compact was now taking shape as the major youth employment program to complement the Rochester New Futures Initiative. Through the Rochester Compact/Jobs Collaborative Program, high school

Goals of the Rochester Compact

- To secure meaningful, unsubsidized employment for high school students and graduates who are not continuing with their education; and
- To help high school students overcome some of the major barriers to employment through the systematic use of existing personal support services and through training in competency-based job-readiness training.

"The business community sees programs like the Compact as being critical to our future. With our local economy at full employment, these programs will ensure that all our youth will be empowered to contribute fully as members of the workforce."

Robert Volpe
Manager
State and Local Government Relations
Eastman Kodak

students will receive job-readiness training aimed at developing specific competencies—a list of minimum demonstrable skills and characteristics that show preparedness for the workforce. The students would also have to meet or exceed a 90-percent school attendance standard and keep their overall grade point average at C or better. The students would then be referred to employers that have committed to give these students preferential consideration for jobs.

It was decided that the Compact planning subcommittee should identify the competencies and develop a contract to be used between the Compact and the students. Over the summer the planning subcommittee developed a mission statement, goals, and objectives.

The Compact Steering Committee[3] has made considerable progress toward achieving its goals. The Chamber of Commerce and the Industrial Management Council have agreed to request businesses to commit part-time, summer, and full-time jobs to the Compact Project. In the future, it is hoped that arrangements can be made with the State Job Service to manage a job-bank computer system.

A delegated subcommittee of the PIC developed a list of 14 competencies. The concept of a Jobs Collaborative (a school-to-work transition program) has been accepted by the schools. Reaching an agreement on implementation has been difficult, however, due to the increased time required for teachers by the new school-based initiatives such as home-based guidance.

Summary

The Rochester Compact is progressing steadily with its plans for establishing a youth employment program to complement the Rochester New Futures initiative. The program, which will involve competency-based job-readiness training and certification and referrals to jobs, will be limited at first to high school seniors who are currently working with employment counselors in the existing Jobs Collaborative program.

Business leadership includes the heads of the PIC, the Chamber of Commerce, and the Industrial Management Council. Also involved are the local director of the Governor's School and Business Alliance and the Commissioner of Parks, Recreation and Human Services, representing the city government.

Although the schools' preoccupation with internal reform efforts such as school-based planning and home-based guidance has made it a challenge to develop a way to integrate the Compact into the curriculum, this will be resolved by using employment counselors from the existing RJI Jobs Collaborative Program.

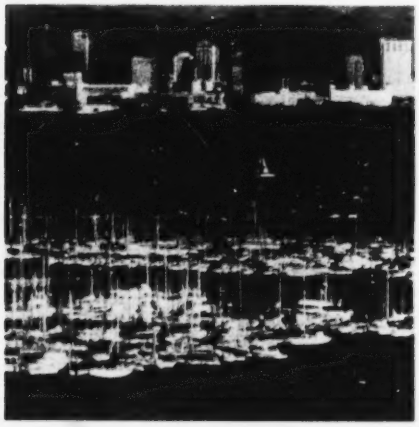
Notes

1. The information in this and the following paragraph was obtained from Larry Maynard, Executive Director, Governor's School and Business Alliance, Rochester Office.
2. CED is Rochester's community-based public education fund.
3. Board members are Thomas Ryan, Mayor; Tom Frey, County Manager; Ruth Scott, City Council Vice President; Kay Whitmore, President and Executive Officer, Eastman Kodak; Peter McWalters, Superintendent (replaced Laval Wilson in 1986); Frederick Jefferson, Jr., Chairman of the Board, United Way; Archie Curry, Vice President, Board of Education; William H. Johnson, President and CEO, Rochester Urban League; Roberto Burgos, Executive Director, Puerto Rican Youth Devel-

opment; Domingo Garcia, Executive Director, Ibero American Action League; Joseph Cocozza, Executive Director, New York State Council on Children and Families; James McCuller, Executive Director, Action for a Better Community; Dennis O'Brien, President, University of Rochester; and Peter Spina, President, Monroe County Community College.

4. Studies have shown that this grade grouping is most conducive to the educational needs of this age group.
5. The three-year New Futures project includes four resource managers in the schools, youth leadership activities, a mentoring program, a parents' union, home-based guidance training, case management training for social service providers and for some teachers, an information system for tracking services provided to clients, and a resource fund for organizations seeking to start new youth programs or expand existing ones.
6. A number of Chief Executives involved with the "A Call to Action" task force recommended that a work group of loaned executives be established to conduct research on business involvement in education around the nation. Based on their research, recommendations were made that became the basis for the Rochester Brainpower Program. The Chief Executives included: Kay Whitmore, President and Executive Officer, Eastman Kodak; Daniel Gill, Chairman and CEO, Bausch and Lomb; Paul Briggs, Chairman of the Board, Rochester Gas & Electric; Dennis O'Brien, President, University of Rochester; John Riedman, President, Riedman Corporation; Tom Mooney, President, Chamber of Commerce; and John Hostutler, President, Industrial Management Council.
7. The Compact Institute was attended by Larry Maynard, Executive Director, Governor's School and Business Alliance, Rochester Office; John Riva, Vice Chairman of the Private Industry Council and President, Riva Management Corporation; and Adib Sabree, Private Industry Council Coordinator.
8. Rochester operates with a community approach to issues with leadership from business, government, education, and civic organizations working together. Business people who are actively involved on the Compact Steering Committee are: Robert Volpe, PIC Chair and Manager of Internal Placement, Eastman Kodak; John Riva, PIC Vice Chair and President, Riva Corporation; Thomas Mooney, President, Chamber of Commerce; and John Hostutler, President, Industrial Management Council. Also on the steering committee are Larry Maynard, Executive Director, Governor's School and Business Alliance, Rochester office; and Tom Argust, Commissioner, City Department of Parks Recreation and Human Services.

San Diego



San Diego Profile

Population (1988):
- City: 1.1 million
- County (including city): 2.3 million
- Minorities: 31%
  - —17% Hispanic
  - — 5% black
  - — 9% Asian and other minorities

Major employers:
- U.S. military naval base
- General Dynamics
- San Diego County
- University of California at San Diego
- San Diego School District

Unemployment (county):
- Overall: 4.8% (May 1988)

Employment trends:
- New jobs between 1986 and 1987: 43,700
- Service, trade, and industrial/commercial construction: increasing

School enrollment (San Diego Unified School District, 1988-89):
- 117,000 in 160 public schools
  - —41% white
  - —23% Hispanic
  - —16% black
  - — 8% Filipino
  - — 8% Indochinese
  - — 4% other minorities

Introduction

Despite the limited number of large companies, business/education partnerships have been active in San Diego for many years. For example Partnerships in Education was organized in 1982 to promote one-to-one school/business partnerships. Its staff is paid for entirely by the school district, and there are currently 130 to 140 partnerships. The U.S. Navy, businesses, nonprofit organizations, service organizations, and hospitals are well represented through Partnerships in Education.

Although some of the individual business/education partnerships include dropout prevention efforts, most programs focusing on dropout prevention are supported by the Private Industry Council and the school district. These include:

Summer Training and Education Program (STEP)[1]—provides academic support and work experience to at-risk 14- and 15-year-olds from schools with the highest concentration of dropouts. STEP is funded jointly by the Private Industry Council and the school district.

Youth Services Center—opened in fall 1988 to serve at-risk students who are having difficulty making the transition from junior high to high school. The center is funded jointly by the Private Industry Council and the school district.

Summer youth program—and other youth employment and dropout prevention programs are cosponsored by the Private Industry Council and the State Employment Development Department and are supported by the Job Training Partnership Act.

Many programs in the school district focus on dropout prevention.[2] In August 1988, the school district received a federal grant to replicate three successful dropout prevention programs: the Motivation and Maintenance Program, Summer Training and Education Program, and the Partnership Academy.[3] Community-supported programs include Project Success, the Student Opportunity and Access Program, and various Urban League initiatives.

Another dropout prevention effort is the Ford-sponsored Dropout Prevention and Recovery Roundtable consisting of community, business, and school leaders. It was formed in March 1986 to study issues surrounding dropouts in the San Diego Unified School District. This effort resulted in the adoption of a board of education policy, specific program goals, and a comprehensive plan. The Roundtable reviews and monitors the ongoing progress of program efforts.

Also in 1986, Superintendent Thomas Payzant established a Schools of the Future Commission to determine the nature of San Diego public schools for the year 2000. The Commission's report made recommendations that resulted in the creation of a number of new community/school coalitions. Also resulting from the Commission recommendations is a major school-restructuring effort currently under way to provide individual schools with greater autonomy.[4]

San Diego Compact

John Hansen, president of Solar Turbines and chairman of the Private Industry Council, arranged and chaired a leadership meeting in January 1987. Superintendent Thomas Payzant attended, as did representatives of the mayor's office, the district's Partnerships in Education Program, the Greater San Diego Chamber of Commerce, the PIC, and Great American First Savings Bank.

San Diego was selected as a Compact site because of the strong support of the superintendent and a strong Private Industry Council. It was acknowledged, however, that it would be a challenge to build business support, because few major companies have corporate headquarters in San Diego. Another recognized difficulty was the low visibility that the dropout problem and poverty have in a city that outwardly appears comfortably able to meet its employment needs.

Planning for the Compact was done by Jeanne Jehl (then the district's coordinator of Partnerships in Education and currently a school district administrator on special assignment); Aurelia Koby, chief executive officer (CEO) of the Private Industry Council; Karla Milanette, Private Industry Council Youth Programs Manager; and Rod Tompkins, Senior Executive Vice President, Great American First Savings Bank. The mayor's office was represented by LaDonna Hatch.

Superintendent Payzant was supportive of Compact efforts and believed business should take the initiative. John Hansen, Private Industry Council chairman, was transferred out of state shortly after Compact work began. At about the same time, Superintendent Payzant became a finalist for a position in another city. Although he decided to stay in San Diego, his situation and Mr. Hansen's departure slowed initial efforts to establish a leadership base for the Compact.

Goals of the San Diego Compact

- To **convince** the community that the problems encountered by at-risk students and dropouts are a community problem, not only an educational issue;
- To raise the **consciousness** of educational, governmental, labor, business, military, and other leaders that the problems faced by at-risk students and dropouts affect the quality of life for the citizens of San Diego;
- To serve as the community's **communication** link and **clearinghouse** among the many programs, agencies, and organizations serving the needs of at-risk students and dropouts;
- To promote **cooperation** among the many programs, agencies, and organizations serving the needs of at-risk students and dropouts;
- To promote among Compact members and others a **commitment** to action.

After the 1987 Compact Institute[5] and throughout the summer, the planning group was of two opinions on how to proceed—some members wanted to move ahead and plan a project to implement, while others thought the process should first be broadened to include representation from more groups.

Because the Compact planning group was having difficulty attaining commitments from business leaders to participate, they decided to ask Mayor Maureen O'Connor to appoint a business leader as Compact chair. Several months later the mayor named William Nelson, chairman of the Chamber of Commerce and chair of a La Jolla-based bank, as the leader for Compact efforts.

In 1988, when Glen Estell, branch manager of IBM, became PIC chair he was already active in Compact activities.

At a meeting chaired by Mr. Nelson, it was decided that the Compact should co-sponsor the annual school district conference. The 1988 conference was to be on dropout prevention, to complement the work of the Roundtable. The school district wanted the Compact to be responsible for getting community and business groups to participate. A Dropout Prevention Conference Committee was established, as well as committees to

> ***"For the first time, all the important segments of our community will be working in unity toward the goal of developing better students, keeping them in school and providing them with good jobs when they graduate."***
>
> *Tom Payzant*
> *Superintendent*
> *San Diego Public Schools*

"San Diego is unique in that the School District itself has determined to restructure and improve its ability to educate our young people. The San Diego Compact will be there to support that effort, and will devote our resources to providing continued support to insure the restructuring is effective."

William Nelson
Chair of the San Diego Compact

develop goals, coordinate efforts to inventory existing programs for at-risk youth, and recruit business leaders. At the 1988 Compact Institute[6] a planning team developed general goals for education improvement. Five general goals for the San Diego Compact were later approved (see box on preceding page).

Superintendent Payzant later presented baseline data on dropouts and suggested several areas of possible involvement for the Compact. A program action team[7] developed ideas for two model programs with potential for regionwide replication:

A mentoring program, scheduled to start in 1989 to serve students attending the Youth Services Center. The Compact will provide participants with business or community mentors who will continue with them when they return to regular high school. In addition, the Compact will recruit businesses to provide tutoring, job shadowing, internships, and part-time and summer jobs.

Parental involvement. To increase parental involvement—a longer-term project—the Compact recruited the assistance of EXCEL, an existing nonprofit organization dedicated to excellence in education.

In addition to developing its model programs, the Compact has been active in other areas as well:

Dropout Prevention Conference. The conference was held in December 1988 with representation from business and government leaders.

Inventory of existing projects for at-risk youth. The United Way database is being used as a starting point for the inventory. A new category on dropout prevention and recovery is being added, and the school system and the United Way agencies already in the database are being surveyed. This project is supported jointly by the Compact, the PIC, the Dropout Roundtable, and United Way.

Broadening business involvement in the Compact. Chair Bill Nelson is actively recruiting additional business leaders, including the new chair of the Chamber of Commerce and members of the Economic Development Corporation, as well as other business interest groups.

Public awareness. A committee has been established to develop media strategies to create public awareness about the need to address education issues in San Diego. Leadership for this effort is provided by Ed Quinn, general manager of McGraw-Hill Broadcasting.

Staff position. A Compact coordinator has been hired to develop and help implement programs. This full-time position is funded by the Private Industry Council and a start-up grant from United Way.

Summary

The difficulty of obtaining business involvement in the Compact was not unexpected because there are few large corporate headquarters in San Diego from which to draw Compact leadership.

The San Diego Compact is now progressing steadily. Although it took a year to find a new business leader after the first was transferred out of state, the leadership roster is widely representative of San Diego business[8] and there are ongoing efforts to stimulate and expand business involvement.

In early 1989, the Compact was actively involved in planning model programs for mentoring and increasing parental involvement. In addition, a database of existing projects for at-risk youth is being developed.

Notes

1. The Summer Training and Education Program (STEP) is an exemplary Ford Foundation model demonstrated in five cities including San Diego. Students enrolled in two intensive summers receive basic skills instruction, a life-skills curriculum, and work experience. Career counselors support project students throughout the year and work to arrange services that will ensure their achievement and continuance in school.
2. These include alternative programs at Garfield and Twain High Schools; Operation Restart, A Contracted Learning Experience (ORACLE); Advancement Via Individual Determination (AVID); and opportunity classes. In addition, the Enhanced School-based Motivation and Maintenance Program is an overall dropout prevention strategy being implemented in two clusters, each consisting of a high school, a middle school, and two elementary schools. At-risk youth are identified, and individualized student motivation plans are developed for them.
3. The Partnership Academy is a school-within-a-school operating at Crawford High School and Morse High School; it includes academic courses, career development, and employment training in computer repair and business applications. Partnership Academy participants, their parents, and their teachers must sign a contract for class attendance and homework. Students are selected based on low grade-point averages, below grade level or credit-deficient records, histories of unexcused absences or truancy, limited proficiency in English, and/or counseling referrals.
4. Initially about 35 schools are in the process of restructuring to allow more site autonomy over curriculum and budget and changing the role of central administrative staff to support site-based change efforts at the individual schools. It is hoped that all schools will be affected eventually. Teachers will be more involved in planning curriculum and budget, as well as planning and designing training workshops. A district-level committee overseeing the restructuring consists of equal numbers of teachers and administrators, as well as representatives from the community at large. The committee is responsible for reviewing policy waivers proposed by individual schools and making recommendations of approval or disapproval to the superintendent, school board, or teachers union. One elementary school has sought and received a waiver that enabled teachers to participate in the selection and hiring of their next principal. (Lynn Olson, "In San Diego, Managers Forging 'Service' Role," *Education Week*, vol. 8, no. 24, March 8, 1989, pp. 1, 8-9.)
5. The 1987 Compact Institute was attended by Jeanne Jehl, Administrator on Special Assignment, San Diego City Schools; Aurelia Koby, CEO, San Diego PIC/Regional Employment and Training Consortium (RETC); Rick West, President, West Asset Management Company; Tim Mullinnex, PIC; Bertha Pendleton, Deputy Superintendent, San Diego City Schools; and Rod Tompkins, Great American First Savings Bank.
6. The 1988 Compact Institute was attended by Bertha Pendleton, Jeanne Jehl, and Rod Tompkins, who had also attended the 1987 institute. Also attending were LaDonna Hatch, council liaison, Office of the Mayor; Earl Parker, Marketing Director, San Diego PIC/RETC; and Karla Milanette, Youth Programs Manager, San Diego PIC/RETC.
7. The program action team consisted of Jeanne Jehl; Buzz Woolley, President, Girard Capital; Rich Corbin, Vice President, Convair Division, General Dynamics; Aurelia Koby; and Superintendent Thomas Payzant.
8. Current members of the leadership group are George Bailey, Supervisor, County of San Diego; Jamie Baugh, Regional Manager, Nordstrom; Fred Bettinger, Staff Vice President for Business Communications, General Dynamics; Bruce Boland, Deputy Chief Administrative Officer, County of San Diego; Rev. John Boller, Chairperson, Dropout Prevention and Recovery Roundtable; Tom Boysen, County School Superintendent; Irma Castro, Chicano Federation; Herb Cawthorne, President, San Diego Urban League; Terry Churchill, Area Vice President, Pacific Bell; Richard Corbin, Vice President, Convair Division, General Dynamics; Kay Davis, Member, San Diego City School Board; Tom Day, President, San Diego State University; Paula Dean, Vice President for Human Resources, Scripps Clinic and Research Foundation; Glen Estell, Branch Manager, IBM Corporation; Sister Sally Furay, Vice President and Provost, University of San Diego; Jim Greene, President and CEO, United Way of San Diego County; Lee Grissom, President, Greater San Diego Chamber of Commerce; Dick Haack, Vice President for Public Affairs, Home Federal Savings and Loan; Pamela Hall, Assistant Director, San Diego Community Foundation; Jesse Haro, Chairman of the Board, Chicano Federation; Norman Hickey, Chief Administrative Officer, County of San Diego; Aurelia Koby, CEO, PIC/RETC; Ivan Lewis, Commander, U.S. Naval Base, San Diego; David Lloyd, President, Bay City Marine; Art Lujan, General Manager, San Diego Building Trades Council; Scott McClendon, General Manager, Hewlett Packard; John McSweeney, Vice President and General Manager, General Dynamics (alternate for Richard Corbin, Vice President, Convair Division, General Dynamics); Bill Nelson; Maureen O'Connor, Mayor; Gil Ontai, Architect; Tom Payzant, Superintendent, San Diego City Schools; Dan Pegg, President, Economic Development Corporation; Nolan Penn, Chancellor's Office, University of California/San Diego; Phyllis Pfeiffer, General Manager, *The Times* (San Diego County edition); Ed Quinn, General Manager, McGraw Hill Broadcasting; Margaret Sellers, General Manager/Postmaster, U.S. Post Office; Gail Stoorza, President, Stoorza Agency; Jerry Bruenig, Public Affairs; Rod Tompkins, Senior Executive Vice President, Great American First Savings Bank; Joseph Watson, Vice Chancellor, University of California/San Diego; J. William Wenrich, Chancellor, San Diego Community College District; Karen Winner, Managing Editor, *San Diego Union*; R. B. Woolley, Jr., President, Girard Capital; Rozanne Zucchet, Vice President and Manager for Financial Sales and Service, Girard Savings Bank.

SEATTLE

Seattle Profile

Population (1988):
- Total: 496,000
- Racial makeup:
  - –9.5% black
  - –2.3% Hispanic
  - –8.7% other minorities
  - –79.5% white

Major employers:
- Boeing Company
- Federal, state, and local governments

Employment trends:
- Predicted gain in jobs, 1980 to 1990: 14.2%
- Import/export, manufacturing, and retail: gaining

Unemployment:
- Overall (1988): 4.6%
- Teenagers (ages 16-19), 1987
  - –Overall: over 13.3%
  - –Black: 24.7%
  - –Other minorities: 16.8%

School enrollment:
- 43,000
  - –54% minorities
  - –46% white
- Dropout rate (1986-87)[1]
  - –Overall: 18.4%
  - –Native Americans: 40.7%
  - –Blacks: 25.6%
  - –Hispanics: 20.4%
  - –Whites: 16.6%
  - –Asians: 11.5%

Introduction

Educational improvement measures have been under way in Seattle since the early 1980s when a magnet school program was initiated. Although the original purpose of the magnet school program was to meet desegregation goals, the science and technology magnet schools have become well known for high academic standards and student achievement.

Superintendent William Kendrick, who assumed the post in May 1986, was given a mandate by the school board to modify the desegregation plan and to reduce the size of the school system. As a result, five elementary schools have been closed. The revised desegregation plan, a major effort that will go into effect in fall 1989, is based on the Cambridge Controlled Choice model.

This plan allows greater parent-student choice among individual schools because it requires the schools to describe their educational offerings clearly. As a result, healthy competition among schools occurs. Magnet elementary and high schools have been established, and some popular magnet schools have been moved to schools where more students need to be attracted. Parents will be able to choose from two high schools, two middle schools, six to eight elementary schools, and a variety of special programs. It is anticipated that 70 to 80 percent of students will receive their first or second choices, although the school district may intervene in the selection process, if necessary, to ensure that the schools are racially balanced.

The Seattle schools have also begun to incorporate school-focused leadership. This school-based management approach, in which individual schools are responsible for developing their own education programs, is being tried in 31 schools. Numerous innovative approaches to teaching are also being piloted in the school system. These include:

The lap-top computer writing program—students who find writing difficult are provided with donated lap-top computers, both a means and motivation for their writing;

Comprehensive Competencies Program (CCP)—a CCP site for computer-based teaching of basic and work-related skills is scheduled to open in fall 1989;

Social and economics studies through telecommunications—a local telecommunications company provides the technology for high school students to discuss and learn about other societies by communicating directly with students in other countries;

Library-based study centers—the schools and the Seattle Public Library System are jointly developing study centers in neighborhood libraries;

Integrated math—algebra, geometry, and calculus concepts are taught in the same course;

Writing to Read—an interactive, computerized learning approach uses a phonetic system to teach students to write before they read (they learn to read in the process);

Dropout prevention pilot program—based in two middle schools and four high schools, this program emphasizes the use of young male role models; and

Middle school redesign—a rethinking of the middle schools, from educational outcomes and philosophy to classroom approaches, funded by a grant from the Edna McConnell Clark Foundation.

Seattle has a large number of programs serving at-risk youth. Before the planning for the Seattle Youth Investment[2] started, a number of people (who later became involved with the Investment) were already meeting to see what could be done to better coordinate programs, avoid duplication, and provide the best services to youth. At the time when the Seattle Youth Investment was awarded the National Alliance of Business Compact grant, these leaders were discussing a clearinghouse-type of umbrella effort; a public education fund is still being considered.

In addition to a number of community-based organizations that operate programs for youth, business/education partnerships have been formed with the following programs:

- **Private Initiatives in Public Education (PIPE)**—a strong adopt-a-school program sponsored by the Seattle Chamber of Commerce—includes internships with and mentors from business, industry, and medicine.
- **The Registry**—initiated by Pacific Northwest Bell (now US WEST Communications)—uses academic achievement and leadership potential as eligibility criteria for job opportunities, mentoring, and scholarships. Over 20 local businesses participate in the Registry. Fair representation from all ethnic groups is ensured.
- **Internships and Job Placement Programs**—Vocational Education and Employment Program (VEEP), Bridge JOBS, Youth Employment Education Program, Summer Training and Education Program (STEP), and MESA[4]—all are supported at least in part by the Private Industry Council.

Objectives of the Seattle Youth Investment

- Improve graduation rates;
- Improve basic educational competencies and knowledge of the work world and work maturity;
- Catalogue and coordinate youth programs to improve linkages and avoid duplication;
- Expand use of community resources at alternative schools to increase the number of options for school dropouts to complete secondary education; and
- Begin activities with the Seattle School District and plan to expand to others in King County.

The Seattle Youth Investment

A Compact leadership meeting held in December 1986 was attended by Superintendent William Kendrick, several community leaders, and a business person. As a result of the meeting, Private Initiatives in Public Education was designated as the intermediary organization to begin work on a Compact. Seattle was selected because of PIPE's experience with business/education partnerships and because of the superintendent's enthusiasm.

Early planning included an inventory of existing business/education partnerships and an initial review of alternative strategies. Simultaneously in July 1987, the superintendent issued a publication, "Blueprint for Education," which listed examples of how business could get involved with education.

In October 1987, the new chair of the Chamber of Commerce, Bruce Maines, invited Roger Breezley, Chairman and CEO of U.S. Bancorp and chair of the Portland (OR) Chamber of Commerce Business/Youth Exchange—the school-to-work transition component of the Portland Investment—to speak to a group of business leaders about the Portland Investment. More than 20 persons, most of them CEOs, attended. As a result of this meeting, Lou Pepper, CEO of the Washington

"Seattle schools are on the move—you're going to see a very different school system in the days to come. Business executives will see a school system that produces the kind of graduates you'd want to hire for your business."

William Kendrick
Superintendent
Seattle Public Schools

Mutual Financial Group, offered to assist the superintendent. Pepper then focused his efforts toward generating business support for the school tax levy.

A follow-up meeting was held in January 1988 with Tom Nelson, Executive Director of Portland's Business/Youth Exchange. After Tom Nelson spoke, Ken Watson of the Seattle School District suggested Steve Nielsen, Director of Educational Relations at US WEST Communications, as a business leader who would be able to get other key business persons involved. Mr. Nielsen agreed to chair a small working group if everyone would agree to "work together for the common good of the kids, rather than to further our own organizations."

The working group then included Steve Nielsen, Ken Watson and Diana Finnerty of the mayor's office, and Al Starr of the Private Industry Council. It was later expanded to include Laurie Owen of the Seattle/King County Economic Development Council (EDC), Lois Lucier of the Chamber of Commerce, Gerald Butts of the school district (replacing Ken Watson, who was promoted to another position), and Julie Hunger, Vice Chancellor of Seattle Community College.

This group presented a plan with objectives at a meeting of business and community group representatives in June 1988 (see box on preceding page). They also asked the Economic Development Council to take over the role of intermediary organization and to seek a business leader for the project.

Gerry Cameron, the new President and Chief Operating Officer of the U.S. Bank of Washington, expressed interest and in the summer of 1988 agreed to chair the Seattle Youth Investment.

After a lengthy start-up period, the Seattle Youth Investment now has several activities under way and plans for additional projects to start in 1989. These activities include:

A computerized resource directory of community, city, and PIC programs that affect secondary students is being assembled and will be accessible by counselors. The directory is being compiled by two staff persons from the Private Industry Council and the school district (the school district has dedicated a staff person to the Seattle Youth Investment).

The high school class of 1982 is being surveyed by Seattle Community College at the request of the Seattle Youth Investment. All minority students and a sample of white students will be included and academic profiles will be reviewed. The leaders anticipate that results from the survey will indicate the reasons for the high dropout rate and methods for improving student outcomes, so that they can develop improvement measures with the greatest possible impact.

A survey of dropouts will be conducted in 1989 by a contracted consultant. There are plans to compare the academic profiles of dropouts to the profiles of nondropouts with similar characteristics. Based on the findings, appropriate revisions to the curriculum will be planned and implemented.

In mid-1990, a middle college program will be initiated. The middle college (jointly sponsored by the Private Industry Council, the school district, Seattle Community College, and the Seattle Youth Investment) is modeled after the LaGuardia Middle

College Program. About 150 at-risk students in eleventh and twelfth grades will complete high school at Seattle Community College and will be given jobs through the Private Industry Council.

Summary

The Seattle Youth Investment planning process has recovered strongly from the first 12 months of uncertainty which resulted from the lack of a business person committing to a leadership role.

The firsthand information they learned about the Portland Investment from one of its business leaders stimulated Seattle planners to renew their own efforts. Now the data-gathering process is underway and programs for a middle college and mentoring program are scheduled to begin in 1989.

Notes

1. Dropout figures provided by the school district.
2. For ease of reference, the project is called the Seattle Youth Investment throughout, although it was actually called the Seattle Challenge until the spring of 1988.
3. Central Area Youth Association (CAYA) operates a tutorial for at-risk students in kindergarten through twelfth grade; it has been operating for about ten years. The Center for Career Alternatives has been providing job placement and counseling for at-risk youth for 15 years. The Atlantic Street Center provides minority families and children with tutors, mentors, and services in English as a second language.
4. VEEP and Bridge JOBS primarily emphasize job placement. The Youth Employment Education Program provides in-school class presentations, career exploration days, classroom speakers, tutoring, and job placement for students; internships and in-service training are provided for teachers. STEP is a demonstration program providing: 1) group and individual instruction in basic reading and math skills; and 2) work experience to youth who have tested one to four years below grade level in reading and math; the program includes counseling (in part to prevent teenage pregnancies) and offers support services throughout the year. MESA helps minority youth in mathematics, engineering, and science through classroom speakers, tutoring and college recruiting by college students, internships, and a summer program.

Conclusion

Summary

The goal of the National Alliance of Business Compact Project has been to explore one method designed to help bring about fundamental and lasting improvements in the education and employment prospects of at-risk youth in 12 demonstration cities across the nation. The Alliance has worked with 12 cities by assisting them to develop formal business/education partnerships, or Compacts, with long-term, measurable goals for school improvement. The Compacts help reinforce the importance and benefits for at-risk youth of completing school and making a successful transition to work or to higher education. They also emphasize the necessity of involving the private sector and other organizations, including community-based organizations, to work as partners with the schools to effect substantive educational improvement.

From the start, the Alliance and the 12 cities agreed that there were no easy answers to the serious education and economic problems faced by urban areas today. Each of the cities developed its own strategies and programs to address its concerns, focusing on those issues most significant to it. There were, however, certain requirements as conditions of their acceptance into the Project. These were:

Develop long-term measurable goals;
Designate a business intermediary;
Develop a planning structure;
Establish baseline data;
Secure financial resources; and
Organize collaboration.

These requirements were in keeping with the basic tenets of the Boston Compact—the original model for the Compact Project. In keeping with the changing situations and needs of the Compact cities, the NAB Compact Project's goals evolved and were no longer based on replicating Boston's experience. Instead, major principles from the Boston Compact were extracted for the 12 cities and applied in new ways.

The 12 Compact Project sites are at 12 different points in their Compact development, depending upon their cities' respective needs and goals. Some have developed long-term, comprehensive, measurable goals while others are currently outlining planning structures and coalescing necessary leadership. Nonetheless, through sustained commitments from dedicated leaders in all sectors of the various partnerships, each has experienced some success in developing and implementing their Compact activities. Lessons learned and recommendations based on the Compact Project's activities to date are listed in the accompanying boxes.

Lessons Learned

In mid-1988, The Alliance asked Public/Private Ventures to quickly review the progress of the original seven demonstration cities and suggest any activities or offer perspectives that would assist them and the then newly selected five sites. In assessing the changes that resulted from business/education collaboration, Public/Private Ventures concluded that the strategy of encouraging a community's private sector to work collaboratively with its local schools to effect systemic change in the educational system continues to be popular and deserves the best efforts to be mustered to define and achieve realistic goals. "The school/business approach continues to be a potentially

powerful tool for focusing the broader community's sense of urgency that solutions can be found."

Based on their study of the seven Compact sites and their other work in the area of school/business partnerships, Public/Private Ventures defined a set of factors that is critical in establishing a collaborative effort that works effectively for school improvement. These factors lay out a framework for monitoring local progress and for increasing the probability of the effort pursuing a course in keeping with the nature and scope of their original commitment. The Compact cities exemplify these principles to varying degrees. Their success to date in many respects mirrors their success in fulfilling these principles.

Creating the conditions for change. The conditions for change have two components: a shared vision of change and strong and visible leadership. The strength and consistent efforts of the leadership play a vital role in keeping the effort on course and in communicating its importance to the community. The business community's commitment, particularly, lends clout to the initiative, especially when it is carried out at the highest levels so that all involved are continually made aware of the effort's importance.

The amount, the duration, and the breadth of the leadership are critical, all giving necessary credibility to the collaborative. The broader and the more visible the leadership, the greater the chances to overcome the number of obstacles in any community to accomplishing significant change in the ways schools deliver education and businesses hire young people.

An example is Cincinnati's sustained commitment from top leaders in all three sectors—business, school, and city government—which exemplifies the manner in which the conditions for change can be created. The three sectors shared the same goal: to ensure quality educational and employment opportunities for all Cincinnati students. They were able to translate their goal into programs directed at school improvement and established the Cincinnati Youth Collaborative to coordinate and implement the changes. Throughout, the leadership did not waiver; those who began the collaborative effort are still involved and have imbued their respective organizations with the enthusiasm and interest it requires to sustain an effort as successful as theirs.

Defining change. It is important that both business and education define exactly what it is that they are going to do and how they will accomplish their goals, if the effort is to succeed.

An example of this principle is seen in Albuquerque. Each of the Albuquerque Business/Education Compact's partners developed a plan to meet their respective goals of the five-year Compact Agreement. The partners include the Albuquerque Public Schools, the University of New Mexico, the Albuquerque Technical Vocational Institute, local government, and the business community. Their goals are measurable, and a means for regular review is built into the agreement.

Managing change. Following the establishment of a strong vision, leadership, and a specific plan, there must be a means to review, oversee, and assess the overall initiative and its components. Following are some practical elements that a collaborative effort may undertake to manage the process of change:

—*Review forum.* A forum that assesses progress regularly and requires explanation or corrective action is critical.

—*Collaboration agent*. Staff to organize meetings, collect and analyze information, deal with daily problems, etc., is necessary. A new organization can be established, or an existing organization, such as a Private Industry Council, can be utilized. Each approach has advantages and disadvantages; the key point is that the collaboration will not function without a structure and a staff. Many collaboratives overlook this component or wait until a crisis occurs to establish one.

—*Change managers*. Key personnel in the school and in businesses are likely to be affected by substantial collaborative efforts and, therefore, should be involved in planning and implementation activities. Their involvement and sense of responsibility for undertaking changes are likely signs that the initiative will carry out significant activities and changes. In schools, these include such personnel as directors of curriculum and principals; in business, it is typically the heads of personnel and supervisory training, and community affairs executives.

—*Interim goals and activity timetables*. Long-term goals are indicative of a commitment and infer the seriousness of the compact initiative. Nonetheless, shorter-term goals are needed for ongoing review and communication among school and business leaders.

—*Institutionalization plan*. Initial collaborative activities are typically funded through foundations or the private sector. The continued use of these funding sources for ongoing maintenance of school and business activities (e.g., state school funds, local taxes, and company operating budgets) indicates that they are being integrated into regular institutional activities. A plan for maintaining these collaborative activities on a regular basis becomes critical if they are to be expanded and integrated with other educational improvement efforts.

Ten Lessons From The Compact Project

- Most business people do not fully appreciate the magnitude and implications of the education crisis.
- Many business leaders in a community must be brought together to coalesce around education restructuring issues. Involvement of a single business leader can be helpful to the schools in a limited way, but will not contribute to education reform.
- An institutional structure is needed at the local level to orchestrate ongoing business commitment and build the likelihood of continuity of business involvement. Sometimes a new organization must be created. More often, an existing institution, like a Private Industry Council or local chamber of commerce, can become that institution.
- Reform requires a high level of interest from local elected officials, educators, and business people in the community. Missing even one of these three parties compromises the likelihood of success.
- Partnerships to reform education are usually formed out of a sense of crisis and urgency but, because reform is complex, partnerships can easily lose momentum and end up focusing on less critical issues.
- To foster momentum, business needs to become involved in the governing structures of the schools (work with chief state school officers and superintendents, joint school boards, work with local elected officials), but to leverage that authority in ways that support and do not overwhelm the lead role that rightfully belongs to the educators.
- Partnerships take time to evolve; trust among the parties takes time to grow.
- Business people have only limited knowledge of education reform issues. Involvement at the local level builds that knowledge but information and technical assistance are needed to hasten the learning process.
- All parties involved in school reform must develop agreed-upon measurable goals which clarify intent, focus commitment, and permit periodic assessment. Development of measurable goals builds trust.
- Large infusions of funds are not necessary to maintain partnerships, but information and assistance that can encourage and guide them is essential. It also reduces the "reinvention of the wheel" syndrome.

Among the NAB Compact Project cities, several demonstrate various aspects of the elements of managing change.

Louisville established a separate entity to serve as collaboration agent. The Louisville Education and Employment Partnership implements and

administers its Compact Project goal--a school-to-work transition program that works to raise the academic level of students, reduce the dropout rate, and prepare students for positions of responsibility in the workforce upon completion of their education program. School improvement activities are very evident in Louisville and the school superintendent is a visible partner in The Partnership, but school improvement was not intended to be one of The Partnership's goals. The Partnership also included change managers as it developed its supervisory training program.

Cincinnati also established a collaboration agent early in its partnership development. The Cincinnati Youth Collaborative (CYC) is staffed with a full-time director and associate director. (The associate director is a loaned executive from Procter & Gamble.) CYC serves as an umbrella organization, coordinating youth activities for at-risk youth from preschool through college or work. Interim goals and activities are in place, as are long-term goals and objectives. Change managers from the schools and the business sectors are in place, too.

In Albuquerque, the Private Industry Council has staffed the Albuquerque Business/Education Compact (ABEC). In an attempt to institutionalize the program, ABEC is researching legislative issues that affect its mission. An increased funding formula for public schools in large populous areas passed the legislature and will be implemented in two years.

The Detroit Chamber of Commerce is implementing the conceptual framework of the Detroit Compact. The Chamber formed a Stakeholders Council which signed the Compact document in May 1989. In order to address the issue of change managers, the Council includes key leaders from business, state government, higher education, the community, organized labor, the Detroit School Board and its superintendent, the teachers, principals, and their unions, and parent and student organizations.

Public/Private Ventures concludes, "The best evidence for the success of business/education partnerships is the usefulness of these collaborations in the areas of targeted jobs, scholarships, and modestly-scaled collaborative programming for at-risk youth." The National Alliance of Business has looked closely at these factors as they relate to the demonstration cities. After the first two years of the project, it became clear that the sites that exhibited most of the above factors, moved to accomplish their goals faster than the sites that exhibited only a few of these factors. As the demonstration progresses, the Alliance believes that these factors will play an increasingly important role in analyzing the probability of success.

National Alliance of Business Board of Directors

Chairman

John B. Carter
The Equitable Financial Companies

President

William H. Kolberg
National Alliance of Business

Board of Directors

Leo C. Beebe
K-Tron International, Inc.

Thomas D. Bell, Jr.
Burson-Marsteller

William D. Bonilla
Bonilla & Berlanga Company, Inc.

Dr. Edwin D. Campbell
Educational Testing Service

James B. Campbell
MISSCO Corporation

James A. Cannavino
IBM Corporation

Bruce Carswell
GTE Corporation

John L. Clendenin
BellSouth Corporation

James E. Duffy
Capital Cities/ABC, Inc.

Dr. Robert C. Forney
E.I. du Pont de Nemours and Company

John J. Heldrich
Johnson & Johnson

Dr. Benjamin Hooks
National Association for the Advancement of Colored People

Honorable William H. Hudnut, III
Mayor, City of Indianapolis

Elton Jolly
OIC's of America, Inc.

Blaine Kelley, Jr.
The Landmarks Group

Coretta Scott King
The Martin Luther King, Jr. Center for Nonviolent Social Change, Inc.

Jack W. Klepinger
National Association of Private Industry Councils

Malcolm R. Lovell, Jr.
George Washington University

Edwin A. Lupberger
Entergy Corporation

Jewell Jackson McCabe
National Coalition of 100 Black Women, Inc.

Ann McLaughlin
The Urban Institute

John D. Ong
The BFGoodrich Company

John E. Pepper
The Procter & Gamble Company

Edward E. Phillips
The New England

Joseph A. Pichler
The Kroger Company

Carrie Rozelle
National Center for Learning Disabilities

Richard F. Schubert
American Red Cross

John P. Singleton
Security Pacific Corporation

John E. Sloan, Jr.
National Federation of Independent Business

Joshua I. Smith
Maxima Corporation

National Alliance of Business Regional Service Offices

☐ For additional information and assistance in developing business-education partnerships in your community, contact the NAB Regional Service Office in your area:

Headquarters

National Alliance of Business
1201 New York Avenue, N.W.
Suite 700
Washington, DC 20005
202/289-2888

Regional Service Offices

New England
Joseph Fischer
Regional Vice President
20 Walnut Street
Wellesley Hills, MA 02181
617/235-1332

Atlantic
Fred Radlmann
Regional Vice President
317 George Street
New Brunswick, NJ 08901
201/524-1110

Southeast
William Walker
Regional Vice President
100 Edgewood Avenue
Suite 1800
Atlanta, GA 30303
404/522-9350

Central
Henry McHenry
Regional Vice President
9400 North Central Expressway
Lock Box 167
Dallas, TX 75231
214/373-0854

Midwest
Vince Serritella
Regional Vice President
11 East Adams
Suite 1008
Chicago, IL 60603
312/341-9766

Western
Janet Keyes
Regional Vice President
350 Sansome Street
San Francisco, CA 94104
415/391-4061

Victor Munoz
Area Vice President
Los Angeles Satellite Office
900 Wilshire Boulevard
Suite 840
Los Angeles, CA 90017
213/488-9153

John House
Area Vice President
427 Skinner Building
Seattle, WA 98101
206/622-2531

National Alliance of Business Compact Project

STEERING COMMITTEE

Chairman

William H. Kolberg
National Alliance of Business

David Bergholz
George Gund Foundation

Nevin Brown
National Association of State Universities & Land-Grant Colleges

Erik Butler
Brandeis University

Jacqueline Danzberger
Institute for Educational Leadership

James Darr
State Street Bank

Ted Dooley
Boston Compact

Joseph Fischer
National Alliance of Business

James R. Gaddy
New Rochelle, NY Public Schools

Jean Sullivan McKeique
Boston College

Daniel F. Morley
The Morley Group

Victor Rouse
Economic Development Alternatives, Inc.

Robert Schwartz
Special Assistant to the Governor for Educational Affairs
Boston, MA

Bill Spring
Federal Reserve Bank of Boston

Robert Spillane
Fairfax, VA County Public Schools

Donald Swain
University of Louisville

EDITOR'S NOTE

The Compact Project: School-Business Partnerships for Improving Education was developed under the direction of Marilyn Silver, Vice President of the Youth and Education Department. Caricia Fisher synthesized material from the Compact cities, discussed the projects with contacts in each city, and wrote the sections on the twelve compact projects. Additional research and writing was provided by Sandra Byrne. The publication was edited by Michael Landini. The authors would like to thank Nickoline McKenzie and Iris Moore for their patience and dedication as they typed the various drafts and Adi Niv for her technical assistance.

The authors would also like to thank Hossein Faris of the U.S. Department of Health and Human Services Office of Human Development Services for his valuable advice and guidance on the Compact Project over the years. In addition, the Alliance is grateful to Peter Gerber from the MacArthur Foundation and Ed Hall from the Reader's Digest Foundation for their interest and support for the project. Public/Private Ventures, through MacArthur Foundation funding, produced an independent, third party assessment of the project entitled ***Creating a Workforce: An Early Look at NAB's Business/Education Compact Project***. The report provided the twelve sites and NAB staff with many useful insights that have been incorporated into the project and this publication.

This publication would not have been possible without the cooperation and assistance of many individuals in the twelve cities. The following list includes people who provided valuable information in telephone discussions, reviewed and commented on drafts, and compiled information in response to special requests.

Albuquerque—Jack Bobroff, Carlos Duran, William Eglinton, Paula Padilla, Donald Swan, Ken Schultz, Moises Venegas, Robert Hoffman, Ruth Friesen, Janet Kahn. *Cincinnati*—J. Kenneth Blackwell, Sister Jean Harrington, John Pepper, Lee Etta Powell, Robert Wehling, John Brunner. *Detroit*—Sharon Johnson-Lewis, James Vollman, Lois Work, Ernest Green. *Indianapolis*—James Adams, William H. Hudnut III, Andre Lacy, Joseph McGeehan, Thomas Otto, Douglas Roof, Karen Willis, Andy Marshall. *Louisville*—Jerry Abramson, Martin Bell, Malcolm Chancey, Jane Charmoli, Donald Ingwerson, Harvey Sloane, Patti Hearn, Terry Brooks. *Memphis*—Dorothy Bilsky, Robert Brannon, Carol Coletta, William Herenton, Sara Lewis, Rebecca Theobald, Edward Williams, Linda Sklar, Dorothy Hess. *Miami/Dade County*—Joseph Alfano, Paul Bell, Clark Cook, Roger Cuevas, Richard Kaminsky, George Koonce, Frank Krauser, Marilyn Neff, Harriet Spivak, William Urbizu, David Ziska. *Pittsburgh*—Barbara Bazron, Jeanne Berdik, Kathleen McCauley, Philip Parr, David Shapira, Richard Wallace, Fred Monaco, Helen Faison. *Providence*—Marcia Marker-Feld, Barbara McKay, Mary O'Brien, Marcia Reback, Robert Rice. *Rochester*—Thomas Argust, John Hostutler, Larry Maynard, Thomas Mooney, John Riva, Adib Sabree, Robert Volpe. *San Diego*—Jeanne Jehl, Aurelia Koby, Karla Milanette, William Nelson, Thomas Payzant, Sandra Studzinski. *Seattle*—Gerry Cameron, Diana Finnerty, William Kendrick, Steve Nielsen, Charles Royer, Al Starr, Ken Watson.

NATIONAL ALLIANCE OF BUSINESS

The Alliance is a business-led organization which builds business partnerships with government, labor and education to assure quality in the American workforce. Membership affords an opportunity to join with like-minded corporations and individuals working to improve quality in education and the American workforce. As a member, you have access to some 40 NAB staff specialists on education, training and workforce issues.

Call (202) 289-2848, or write:

Philip H. Yasinski
Senior Vice President
National Alliance of Business
1201 New York Avenue, N.W.
Washington, D.C. 20005

"As skilled employees become more difficult to find, we, as business leaders, need to become increasingly involved in shaping our future workforce. . . the NAB has been a leader in increasing awareness of these problems and in offering sensible, cost effective solutions for building a quality workforce."

EDMUND T. PRATT, JR.
Chairman, Pfizer, Inc.
Chairman, The Business Roundtable

"The Alliance is doing more than any other organization in America to forge meaningful partnerships between the business and education communities. Partnerships that, to my mind, are absolutely essential . . . if America is to retain her economic strength and international competitiveness."

JOHN ONG
Chairman and CEO
The BFGoodrich Company

JOIN THE NATIONAL ALLIANCE OF BUSINESS

The Team For Improving Workforce Quality

☐ YES, I want to find out more about the National Alliance of Business. Please have a membership representative contact me.

NAME _____

TITLE _____

COMPANY _____

ADDRESS _____

_____

_____

TELEPHONE _____